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| **School:****Catton Grove Primary** | **URN:****134960** | **Head Teacher:****Catherine Lorne** | **Chair of Governors:****Darren Woodward** | **Age Range:****2 - 11** |
| ***NOR:******681*** | ***FSM: 42%******PP: 41%******EAL: 29%*** | ***SEND:20%*** | **Current Attendance: Autumn Term 2021*****Overall:95%***  | **Current OFSTED judgement:****GOOD (July 2016)** |
| ***Date of SEF update:******July 2021*** |
| **Class Groupings:****3 form entry** |
| **Context of the school:**Very large school - catchment is a super output area (in top 10% most deprived nationally) – mainly white UK heritage families living in social housing – many pupils with significant, well documented barriers to learning – very low attainment on entry to nursery with a historic average of 15mths behind using Development matters and Wellcom. At the beginning of Nursery, Wellcom data indicated 90% of children below average.Significant number of families from Eastern Europe moving into the area – 6% to 28% in the last 7 years.High levels of SEND throughout the school – full time SENCo with no class responsibility – speech and language team in FS – Communication Hub with a partner school to address long standing and deep-rooted S&L issues amongst our youngest pupils.Inclusive in principle and in practice – highly effective pastoral/safeguarding teams.Historically very stable staffing – low turnover – many staff go to promoted posts or recently during the pandemic, specialist provision.Commitment to systems leadership – school has supported 4 others during the last 3 years prior to the Pandemic – actively involved in 5 subject/leadership networks – enhanced leadership team (2 DHTs + 1 AHT) – 9 middle leaders completed NPQML cycle by the summer of 2020.Strong commitment to ITT – 3 ECTs and 1 SKITT trainee – will find pathways for staff into teaching – 1 DHT overseeing ITT and 1 teacher training as a SNITT mentor. High levels of experience of those who are Mentors and an enhanced ITT programme alongside Julian Teaching School (full provision option)Strong commitment to enhancing the curriculum as a means to enrich pupil experience – English Champion - reading, story, maths and enterprise cafes, breakfast club, new after school provision, residentials in each Key Stage, comprehensive range of after school clubs, holiday provision, development of sporting excellence (tennis, table tennis), curriculum linked to visits/visitors every term reflected in the monthly Core Values and challenges’ and dedicated PE, music departments – strong commitment to performing arts - excellent library provision including full time librarian – part of an Erasmus+ project – previous involvement with the ‘Brilliant Club’ and Children’s University to raise aspiration and ambition.Proactive leaders – strong commitment to the NOA with a new role being created as a NOA champion for an aspirant AHT. All staff throughout the school committed to ‘making a difference’ despite the challenges and promoting the message of ‘Being the best you can be’ as underpinning school culture for pupils and staff alike. |

**Overall effectiveness: The quality of the education provided in the school:**

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| **The School’s Overall Effectiveness is: good** | **Evidence** |
| **We know this because:*** Pupils who have been at CGPS since YN make good progress from very low starting points, meeting or exceeding national averages (2019 KS2 data Maths 83% and exceeding Norfolk averages writing 77% Reading 67%) – pupils with EAL who join the school in KS1 or KS2 make good progress
* There is much evidence of targeted intervention producing specific improvements – examples include closing the gender gap in FS and KS1, reducing the gap between PP/NPP, the use of Read Write Inc in KS1, Accelerated Reader in Y3/Y4 and The Lightening Squad and Hertfordshire Reading Interventions through the NTP.
* Teaching is good, the school has maintained its focus on raising standards and on incremental improvement – particular strengths are the quality of relationships and the high standards expected of pupils.
* Leadership, including middle leadership is good – there is a clear focus and drive to improve outcomes for all pupils – we are ambitious and aspirational for our community – all leaders are proactive and outward looking – leadership CPD is a strength – leadership transition over the last 18 months has been manged particularly effectively.
* Governance has improved significantly over the last 5 years following self and external reviews in June and December 2015. Recruitment, however, remains a significant issue although two new parent governors were appointed last year and recruitment for one staff governor, another parent governor and a co-opted Governor is being prioritised this half-term.
* Previously their remained some fluctuation in outcomes at KS2 and we need to continue to demonstrate clearly identified high impact interventions that match careful gap analysis, particularly in light of the lost learning from lockdowns and the Pandemic.
* The learning environment is very positive with the result that pupil behaviour and conduct is good – pupils’ personal development is good – pupils feel safe because their care is given a very high priority.
* The curriculum is broad, balanced and relevant and supports pupils’ personal and academic development – it makes a positive contribution to their SMSC development and promotes a strong commitment to ambition as well as providing a new platform on Catton Fridays for the priorities of the school curriculum and the promotion of pupil voice.
* Transition arrangements between Key Stages are effective in ensuring intervention is started early in the new school year and that staff have a good understanding of the needs of their new pupils.
 | * OFSTED 2016
* 2019; Pupil Asset; in-school data analysis.
* SIDP.
* Gov/SL Learning walk (FS)
* Gov Zoom
* Lesson observations- phonics check
* Planning documents.
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| **Parents’ and Pupils view of the school is: good.** | **Evidence** |
| **We know this because:*** Parental engagement in the school continues to improve with parents taking opportunities to access new cafes around Internet Safety, Bedtime Café etc (digitily)as well as ways in which to support their children’s learning – they value the provision and respond well to what is offered.
 | Parent/pupil surveys – Dec’/Jan’ 2015/2017.Zoomed attendance at events/progress meetings – 95%. |

**Criteria: The outcomes for pupils at the school**

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| **The outcomes for pupils at the school: good (last outcome data – 2019)** |  |
| **We know this because:** | **Evidence** |
| * Test results have fluctuated over the past 5 years, particularly at the end of KS2 – the trend is upward.
* FS has seen outcomes at or above the national average in 3 of the last 4 years (in 2019 outcomes are at or above in all subjects) - average points total shows an improving trend – progress is good from very low starting points (using Development Matters data) – the main priority is to improve outcomes in Lit.
* In Y1 phonics results had improved significantly though the last data year although they dipped to 67% - however, this figure rises to 87% once pupils with SEND are taken into account – average score is above national.
* Building on the results in FS and Y1, the end of KS1 has seen significant improvements in all subjects which over the last 3 years have been at, close to or above the national average – gender gaps have been progressively reduced to less than 10% in all subjects – gaps between PP and NPP pupils remain stubbornly above 15 points in English but targeted intervention through the Lightening Squad and Hertfordshire programmes are showing that reading fluency is accelerating and the Talk For Writing initiative is having long term impact on vocabulary so that pupils are more secure as writers.
* For 2019 results were as follows: Reading – 69% at or above ARE; Writing – 62% at or above ARE; Maths – 78% at or above ARE; Combined – 58% – significant progress has been made in enabling pupils to attain at greater depth and in 2019 we were above the national average for maths.
* For the last 2 years the end of KS2 outcomes have been significantly influenced by the attainment of boys and PP pupils which were significantly lower than girls and NPP pupils – though the gap between PP and NPP pupils has been reduced it remains too high.

For 2019 results were as follows: Reading – 66% at or above ARE; Writing – 77% at or above ARE; Maths – 83% at or above ARE; SPAG – 65% at or above ARE; Combined – 63% at or above ARE* Achievement and progress between KS1 and KS2 in 2019 were significantly above the national average in all subjects with the most progress being made in maths – progress outcomes potentially place the school in the top 15% nationally.
* The most rapid progress in terms of outcomes has been in KS1.
* The historic gaps between boys and girls and PP/NPP pupils have been significantly reduced throughout the school.
* Achievement for PP pupils remains significantly lower in writing than NPP pupils and this gap increases in KS2.
* The increasing number of pupils with EAL make good progress and achieve well though many are not recorded in KS2 data because they have no KS1 records.
* Previous inhouse school data (July 2019) indicates that overall attainment (ARE or above) has improved over the last 3 years and is consistent between subjects at 71% for reading, 67% for writing and 75% for maths – the gender gap has also reduced and now is at 5 points or below for reading and maths though it remains too high in writing at 12 - the gap between PP and NPP pupils currently is 13 points in reading and in writing and 12 in maths – this also represents an improvement on previous years - VA data indicates that progress is at or above 100 for all subjects – analysis shows that there are small differences between year groups and subjects - data is reviewed, analysed, evaluated and acted upon every half-term.
* Pupils with additional SEND make good progress against the targets set in their provision maps – all staff are careful to implement recommended strategies where appropriate – monitoring of provision is rigorous and systematic (SEN leader alongside AHT Learning).
 | * ASP 2019
* Wellcom data
* Pupil Asset Input Summer 2021
* In-school termly data analysis

(Figures in green represent above national, in blue above Norfolk, in red below national). |
| **In order to improve we need to:** | **Evidence** |
| * Continue to build on the good start made in FS.
* Continue to improve reading outcomes throughout the targeting of fluency and ensure all children who have been predicted to achieve expected levels at the end of year 1 in Phonics do so.
* Ensure that the gap between PP pupils and their peers continues to be reduced, especially in writing at KS2.
* Ensure that provision for pupils with EAL continues to result in positive outcomes.
* Focus on provision in Y5 and Y6 in order to accelerate progress especially amongst boys.
* Use assessment to identify gaps in learning and match in house and external intervention closely to the needs of learners with a focus on ‘Making knowledge stick’ in Spring Term 2022
 | * ASP 2019
* School tracking – Pupil Asset
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| **Achievement is being improved by:*** The employment of specific intervention staff to carry out NTP tutoring programme for maximum impact.
* Reviewing/revising progress meetings in order to focus more on specific pupils (those achieving ARE in 2 of 3 subjects) using an ‘hourglass’ approach.
* Specific programmes introduced to improve reading skills for LAP pupils in Y3/Y4 (Accelerated Reader); raising the profile of writing through ‘Talk for Writing’ (introduced in September 2016); the embedding of the Catton Phonics curriculum in order to improve spelling (spring term 2016); a clear focus on fluency and reasoning in mathematics throughout the school.
* Reintroducing provision for Children’s University throughout KS2 in order to raise aspiration and ambition– uptake is 168 pupils – 54% are PP.
* Designation of a senior teacher to develop aspiration and ambition throughout the school.
* Revising the teaching of reading throughout the school in order to take account of QLA outcomes.
* Extension of the English department to create a leadership role for Speaking and Listening.
 | SIDP – 2021/2022 |
| **We continue to work to narrow the gaps by:*** Ensuring intervention has a stronger impact in accelerating progress and narrowing gaps through more effective monitoring by subject leaders in English and mathematics.
* Ensuring that FSM, SEN and boys on interventions are being monitored closely by Leaders and teachers and receive targeted support: pupil progress meetings indicate these have a very positive impact.
 | Monitoring and tracking 2020/2021 |

**Criteria: The Effectiveness of the early years provision**

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| **The Effectiveness of the early years provision at the school: the quality and standards are: outstanding.** |  |
| **We know this because:** | **Evidence** |
| * Pupils make very good progress from very low starting points – over the last 3 years outcomes for GLD in all strands has been close to, at or above the national average – in 2019 GLD was 75%.
* The quality of teaching is at least good and, in many cases, outstanding. TAs make a significant contribution to outcomes especially in the area of speech and language development.
* Support is carefully and effectively targeted to address both generic needs ie speech and language development and more specific needs such as reducing the gender gap in PD and CL.
* Leadership of the FS is outstanding.
* The learning environment (both inside and outside) is of very high quality and ensures that the curriculum meets the needs of all pupils with the new development of the outside area to ensure the outdoor and indoor learning environments can support the loss of nursery and reception experiences due to the Pandemic.
* Planning ensures continuity and progression between ‘Little Explorers’/YN/YR and is coordinated by a senior teacher in FS.
* Assessment practice ensures that the needs of pupils are quickly identified and addressed.
* Parental/carer engagement is very high.
 | * Baseline assessment in YN/YR (Dev’ Matters/National Baseline Assessment in Reception).
* Learning stories
* FS action plans.
* Planning documentation.
* Deep Dive on early reading by N and R Leaders.
* Pupil Asset data.
* Wellcom and S&L data.
* Attendance at cafes, progress meetings, stay and play logged and responded to..
 |
| **In order to improve we need to:** | **Evidence** |
| * Ensure progress in CL is accelerated.
* Continue to close the gap between boys and girls in PSE and CL.
* Ensure that existing good practice is maintained and developed in all areas including targeted CPD for all staff.
 | FS action plans |

**Criteria: The quality of teaching in the school**

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| **The quality of teaching in the school is: good.** | **2** |
| **We know this because:** | **Evidence** |
| * Regular, formal, termly monitoring of teachers and TAs has confirmed judgement over the last 9 years – 89% average – current monitoring outcomes (July 2019) also confirms judgement as do LA audits in Nov’ 2015 & June 2016 and OFSTED in July 2016.
* Achievement is good – pupils progress well from a very low base – overall VA for 2018/19 was 100.6 –progress between KS1 & KS2 consistently puts the school in the top quartile (or higher) nationally.
* Termly, documented subject specific/generic observations, learning walks and book scrutinies conducted by DHTs/AHTs, subject leaders and governors confirm above judgement.
* Planning is detailed ensuring continuity and progression and is well matched to pupils needs.
* All staff have high expectations of what pupils can achieve.
* Relationships with pupils are very good – adults know their pupils very well and plan effectively to meet their needs in the widest possible sense.
* Teachers and TAs demonstrate good subject knowledge especially in the areas of mathematics and English with some outstanding examples in both subjects.
* High levels of pupil participation and engagement are regularly commented upon by staff and visitors alike because teachers and TAs have a broad range of strategies at their disposal to motivate and enthuse pupils including the effective use of ICT.
* Feedback to pupils during lessons is of high quality and ensures pupils know what they need to do to improve – assessment for learning is a strength.
 | * In-school data analysis, previous ASP, Key Data.
* Lesson observations.
* Governor RoVs.
* Summaries of outcomes from subject leader learning walks, book scrutinies, year leader monitoring grids.
* Planning documents, provision maps, pastoral records, Pupil Asset electronic mark books.
* Planning
* Monitoring of behaviour.
* OFSTED 2016.
* Visitor comments.
 |
| **In order to improve we need to:** | **Evidence** |
| * Improve the %age of outstanding lessons aiming for 35% by the end of the current year – the 9 year average is 30%.
* Continue to strengthen verbal and written feedback to pupils so that they know how to improve.
* Increase the range of opportunities in lessons for pupils to review their learning.
* Increase the range of questioning to deepen learning and empower the pupils to challenge/critique each other’s learning
* Give more opportunities for pupils to select the level of challenge in activities during lessons
* Increase the ratio of pupil to teacher talk as the lesson progresses ensuring that pupils are active for a greater proportion of time.
* Ensure that strategies identified through the OSIRIS project are consistently applied across year groups.
* Ensure that TAs undertake a carefully planned CPD Programme over the next two years.
 | * Lesson observation, feedback to staff and SLT planned meeting focuses.
* Staff meeting schedule.
* Y3 of Visible Learning project.
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**Criteria: The behaviour and safety and the personal development of pupils at the school**

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| **The behaviour and safety and personal development of pupils at the school is: good.** |  |
| **We know this because:** | **Evidence** |
| * A very high priority is given to safeguarding throughout the school – dedicated team - pupils feel safe at school – they know about on-line safety – they trust adults to support them if and when necessary and know where to go if they need help – there is a very open, transparent and positive culture.
* Pupils have a good understanding of what the ‘Catton Core Values’ mean for them – they are respectful and cooperative.
* Pupils respond well to the high expectations all adults have of them – they ‘do their best’.
* Pupils understand about the importance of adopting a healthy lifestyle – they demonstrate very good attitudes to PE and sport and their participation in extra-curricular activities is high. Opportunities are taken to link subjects appropriately to embed learning e.g. science parts of the body and PE effects of exercise on the body
* Attendance and punctuality are improving especially amongst those pupils who are/were persistently absent.
* Rigorous monitoring of behaviour and appropriate timely intervention ensures a declining trend of inappropriate behaviour over time – the exception is for those very few pupils who require a broader range of external support – exclusions are rare.
* Pupils are respectful and cooperative both in and out of school – they display good learning behaviours and take pride in their work and in the school.
* Adults ensure that the school is orderly at all times – they apply the principles of effective behaviour management consistently – they value pupils and have high expectations of them – they actively promote a ‘can-do’ culture.
 | * Pastoral, safeguarding, attendance team records, CPOMS records.
* Behaviour records (Time Out statistics).
* Lesson observations – visitor comments – comments from the public and hosts.
* Governor RoVs.
* Progress reports, minutes from progress meetings.
* Records of clubs and activities.
* Incident logs including racist/homophobic abuse.
* Pupil/parent surveys.
* P4C lessons.
* OFSTED 2016
 |
| **In order to improve we need to:** | **Evidence** |
| * Increase the range of opportunities available for pupils during lunchtimes and extend provision after school through the ‘Grovers’ After School Club.
* Make better use of the School/Learning/Eco Councils to collect feedback from pupils and respond to their concerns. Create additional opportunities to develop pupil voice through the structured teaching os speaking in philosophy sessions.
* Ensure all pupils develop the self-confidence (growth mindset) to have a go at all of the tasks and activities presented to them.
* Ensure the behaviour of a small minority of pupils matches the exemplary behaviour of the majority.
* Ensure the attendance and punctuality of a small minority of pupils is improved.
 | * Progress reports, minutes from progress meetings.
* Lesson observations.
* Behaviour logs, incident reports.
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| **The quality of pupils’ spiritual, social, moral and cultural development in the school is: good.** |  |
| **We know this because:** | **Evidence** |
| * The Erasmus+ project was well supported – in 2018/2019 pupils enthusiastically raise funds for our adopted orphanage in Tanzania - £1750 – pupils have access to a broad range of cultural opportunities including the N & N Arts Festival, the Theatre Royal partnership and a wide range of extra-curricular clubs (25 per week)
* Music, STEM and PE provision throughout the school are of very high quality to which pupils respond well.
* P4C lessons are enjoyed by both pupils and adults – they make a positive contribution to pupils personal and SMSC development.
* Pupils respond well to the positive culture throughout the school because they have a voice and ideas are acted upon.
* The behaviour of the majority of pupils is very good – they have a clear sense of right and wrong.
* EAL pupils settle quickly into the school and are very well integrated – there have been no incidents of racist or homophobic abuse.
* The School/Learning and Eco Councils provide an effective voice for pupils of all ages.
* Planned assemblies incorporate a clear set of school values and an understanding of Britishness and are linked to some Class Council sessions to allow children to explore issues in more depth as they progress through the school.
* Reflection is embedded into learning through self-assessment, yoga/massage in FS/KS1, P4C.
* Pupils’ spiritual development is effectively promoted through an attention to mindfulness which incorporates regular opportunities for reflection with an emphasis on being positive in particular through the GR8asUR provision.
 | * Blogs, reports of visits.
* Fund-raising activities for the orphanage.
* P4C lesson observations and reports.
* School/Learning Council minutes and elections.
 |
| **In order to improve we need to:** | **Evidence** |
| * Widen the opportunities for children to use their time at lunchtime more constructively.
* Engage older pupils to support younger pupils in settling their disputes more appropriately.
* Further improve induction arrangements for new pupils.
* Widen opportunities for children to apply their knowledge and understanding around RSE and societal issues through hot topics on Catton Fridays.
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**Criteria: The quality of leadership in, and management of, the school**

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| **The quality of leadership in, and management of, the school is: good.** |  |
| **We know this because:** | **Evidence** |
| * Strong leadership permeates the school at all levels and has had a significant impact on outcomes for pupils – all leaders are ambitious for our pupils – we have a ‘can do’ culture and we are committed to ‘making a difference’ – previous HT retired in October 2020 following a 21 year career at the school – previous DHT appointed in Jan’ 2020 - his transition has been managed very effectively .
* Leaders are pro-active and are involved in system level support in a variety of capacities.
* Rigorous self-evaluation is embedded into our practice and is used to determine what we need to do in order to improve at all levels – we work on the basis that if we stay the same then we fall behind.
* Middle (year group and SENDCo) leaders have provided very effective support to new staff – they have been well supported by our senior, lead TAs.
* Focus on the further development of middle leaders through NPQs – 6 staff completed either NPQML/SL in 2018/2019 - external coaching CPD and commissioned work with VNET for AHTs completed in the summer term 2017.
* Governors provide effective support and challenge to the school despite difficulties in recruitment and remote access.
* Performance management has been used very effectively in order to ensure that all staff, especially those new to the profession, make good progress towards the targets agreed with them with the result that outcomes for pupils have improved over time – formal observation take place 3 times a year – peer observation and subsequent CPD is also embedded into our practice as are learning walks and other forms of both formal and informal monitoring – we have developed strong links with OSIRIS who are supporting our desire to improve the percentage of teaching judged to be outstanding through tailored CPD and the ‘Visible Learning’ project.
* Retention of staff is a strong feature of the school – staffing is stable.
* British values are both explicitly and implicitly promoted throughout the school with the result that pupils develop tolerance and respect for each other, have a strong sense of right and wrong and are developing an understanding the dangers of extremism.
* Safeguarding and pastoral provision are real strengths of the school’s overall provision.
* School is SFVS compliant.
* The curriculum is both the explicit and implicit expression of what we value as a school – we try to ensure that it is tailored to meet the needs of all our pupils and reflects our positive, outward looking ethos – we constantly review the effectiveness of what we do and adapt and change the curriculum in light of what pupils achieve – we provide enhanced opportunities in PE, music, the arts and STEM related activities representing our commitment to as broad a curriculum as possible – CGPS is a very inclusive school where pupils of all abilities and backgrounds achieve well..
* LA audits in Nov’ 2015, June 2016 and the ECP visit in May 2017 confirmed school’s view of itself in all categories – outcomes of external audit of governance (Dec’ 2015) have been addressed quickly and positively – all points now actioned.
 | * Aims and values of the school.
* In-school data analysis.
* Leadership team monitoring files.
* Year leader monitoring grids – year group action plans.
* Governor self-review and subsequent action plan – governors minutes.
* Performance management outcomes.
* Core Values and British values assemblies.
* Safeguarding documentation, pastoral team logs, CP records.
* Curriculum map, planning documents.
* OFSTED 2016
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| **In order improve we need to:** | **Evidence** |
| * Continue to provide a comprehensive range of information to Governors, especially in relation to PP expenditure and impact, to encourage them to offer a greater degree of challenge in order to more effectively hold the school to account for outcomes.
* Ensure the strategic leadership team continues to effectively implement and rigorously monitor its plan and supports, challenges and holds to account all staff to ensure progress is improved.
* To increase the number of outstanding lessons and share best practice amongst staff.
* Maximise resources to accelerate progress particularly in Year 4.
* Ensure monitoring is forensically focused on improving pupil achievement at all levels.
 | * Governor action plan.
* Views of SLT team.
* Lesson visits.
* In school analysis.
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| **Areas for improvement:** |
| **Last Ofsted Inspection:*** Continue to rigorously evaluate the effectiveness of PP expenditure.
* Ensure that the SIDP continues to have a sharp focus on achievement.
* The quality of planning for SEND pupils secures faster progress.
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| **Identified for SDIP:*** Improve standards and accelerate progress in reading focusing particularly on reading fluency.
* Improve the retention for pupils of core knowledge through a making it stick toolbox.
* To strengthen subject leadership across the foundation subjects in order to address the impact of lost learning and secure depth of understanding.
* To embed the core values into all aspects of the school as a complement to the ‘Catton Commandments’.
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**COVID19 addendum and return to school Summer 2021**

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| **The quality of provision during the COVID19 pandemic was good.** |  |
| **We know this because:** | **Evidence** |
| * The school remained open throughout the period – access was increased from May 2020 resulting in over 250 pupils attending in-school - provision online continued for the remainder.
* Staff have been pro-active in ensuring pupils accessed the learning provided either remotely or in school. Pupils were able to access as broad a curriculum as possible under the circumstances. Lessons recorded by teachers and uploaded every week. Evidence confirmed that 97% of pupils accessed learning during this period despite access difficulties and challenges. A variety of strategies were used to ensure pupils access learning – AHT given specific responsibility for this aspect of the work.
* Priorities once the school was fully reopened in Summer Term were:- to re-establish a sense of ‘normal’; to ensure the wellbeing of the school community as a whole; to ensure attendance was high, to secure previous well-established and highly effective learning behaviours; to assess the gaps in learning and to address those over time using funding available as efficiently and as effectively as possible.
* Innovative reading project – ‘Get Caught Reading’ involving the whole community.
* Catton Grove TV provided a platform for staff to further engage pupils and was very well received by the community.
* Core values used to ensure a sense of ‘school community’ and as motivator for pupils – prizes made available.
* The emotional well-being of both pupils and their families has been given a high priority at all times. Teachers and TAs using a variety of methods to communicate including remote and face to face visits, especially for the most vulnerable families. However safeguarding issues continued to present challenges to staff during periods where pupils were absent from school. These have been addressed with commitment and energy at all times.
* The school has, at all times, carefully considered the advice and guidance offered by the DfE and the LA but has ensured that it ‘fits’ our community.
* Parents and carers trust our capacity to ensure the school is as safe as it can be for their children.
* Communication with the community has been given an appropriately high profile so that parents and carers remain well informed of any changes to practice and provision. Parents and carers consulted as frequently as possible with regard to changes.
* Regular, at least fortnightly visits have been made to families considered to be vulnerable – more frequently as necessary. Regular liaison between the school and Childrens’ Services has ensured continuity of provision throughout the period.
 | * 28% in school.
* 97% signed up to and accessing Google Classroom.
* 326 contacts with vulnerable families and 250 food parcels delivered or collected between March and July 2020.
* 150+ hours resolving issues concerning FSM vouchers.
* Regular phone calls and DoJo communications with pupils and parents.
 |