



**BERLESDUNA**  
ACADEMY TRUST



**Crays Hill**  
Primary School

*“Learning, Safety and Respect for all”*

# **School Self Evaluation**

## **October 2020**

**This SEF is for staff, Governors and OFSTED. It contains contextual and descriptive information.**

## AREA INFORMATION

Predominately White British (95%).  
Attainment (primary and secondary) below the Essex average.  
One of the 38% most deprived districts nationally.  
Crays Hill is the site of Dale Farm, once the largest Irish Traveller site in Europe.

## SCHOOL CONTEXT

### 1. The nature of the school

- 1 Our ambitious vision is: To provide a safe and stable environment where children are respected and valued and enabled to achieve their full potential while honouring their cultural heritage. To ensure provision is of a high quality and sufficiently flexible to be equally appropriate for non-Traveller children. By the time, they graduate from this school all our children will be much better prepared for and more able to cope with the challenges they may face in their future lives.
- 2 95% of pupils on roll are from the Irish Traveller community, 2.5% are Gypsy or Roma and 2.5% are White British. Pupils join the school at any age between 4 and 11, with almost none having had any previous experience of formal education, regardless of age. AOE is always significantly lower than typical; baseline assessment is always well below. Our NOR is the highest it has been for several years which is currently 89 pupils but peaked at 105 in the Autumn term 2019/2020. Of our 2 white British pupils, 1 has moved to us on a managed move with an EHCP, whilst the other joined us from EYFS.
- 3 Since May 2018 we are part of the Berlesduna Academy Trust. We are also members of the Wickford Schools Partnership, although we no longer attend all the meetings that they have to offer we continue to liaise and take part in selected events as manageable by the school.
- 4 The Trust is a group of 8 schools that all hold the same beliefs and values regarding children and especially vulnerable children. The school is well supported by the trust CEO and the network of headteachers. Through the trust, the school accesses high quality training that all staff have the opportunity to access, network meetings, HT meetings, finance and HR support.
- 5 The Trust gives our pupils the opportunity to meet with other pupils from the local area and take part in trust events in a safe and supportive environment. This has enabled our pupils to see themselves as part of a wider community and to experience being accepted by others outside of their immediate community.
- 6 NOR fluctuates but is around 90, ranging from Reception to Y6. FSM and PP are over 80%. SEN is approximately 20% while EHCPs are around 7%.
- 7 In September 2019, 8 children joined Reception; a further 7 children joined across the year. None working at standards typical for their age at the time of joining and all assessed to be 'below' on entry. September 2020 – 4 children joined Reception. The school is part of the Reception Baseline Assessment Trial and Early adopter curriculum project.
- 8 The school is designated as a half form entry school. There are 15 admissions for the FS. Currently our NOR is 85 (September 2020), (December 2018 99, 81 June 2019, 79 September 2019) having risen from 55 just a year ago. Our funding formula is often based on a much smaller co-hort.
- 9 The school is experienced at planning for and recruiting staff including teachers for classes that can fluctuate in size on a daily basis from less than ten pupils to up to thirty pupils. Regardless of the number of pupils in a class on a particular day, our teachers work very hard to ensure the needs of each pupil are being met. We currently have our strongest staff team for many years.
- 10 The school constantly researches, assesses and where appropriate implements new and improved methodologies for teaching our pupils. We were invited to speak at the House of Lords to join a round table discussion regarding the Governments Race Disparity Audit (2019) and to speak about our school as we featured in The Traveller Movement Good Practise Guide for outcomes for GRT, we were only 1 of 4 schools. (see Traveller movement Good Practice Guide)
- 11 Our school is happy to act as a resource to schools from all over the South East and beyond who are needing help with the integration of children from the Traveller Community. The HT provides inclusion training to Wickford NQTs and this year, Essex SCITT.

### 2. The school, the Traveller Community and its children

- 1 Nearly all our Traveller pupils would receive no education if they did not attend here and few progress to Secondary school (two in the past five years). Most leave education by the end of primary school, girls usually marry very young, have children or support mums to be home makers; boys usually join their fathers' work.
- 2 For cultural reasons, attendance rates are well below national averages although we are rigorous in encouraging improved attendance. For example, we make twice daily phone calls to families not in attendance or if they fail to return from Travelling. Rates range from 7% to 90% dependent on travel habits. In light of a recent serious case review, we now hold phone numbers for our pupils' extended family and neighbours. Families seldom telephone school to inform us of or explain an absence.
- 3 While all attendance returns to the LA are fully compliant with procedures, we also keep a set of attendance and persistent absence data based on when our pupils were actually available for education – that is, they were not travelling. This is important to us, as it is a measure of how successful we are at getting pupils to attend when they are living locally. Being absent through travelling is permitted as an aspect of this community's culture.
- 4 ASP, IDSR, previously RAISEonline and their derivative 'the inspection dashboard' have all been acknowledged by Ofsted as being meaningless for our school. Very few pupils take KS2 SATs (3 in 2015, 1 in 2016, 3 in 2017, none in 2018 and 2/3 in 2019) and of them, few if any have taken KS1 SATs (for example, one in the 2017 Y6, 2 were eligible to take KS1 sats 2019 but they were not in attendance at the time). Hence the entire published data base about progress is unreliable and the in-house data gives a more accurate picture.
- 5 With the exception of a very small number of pupils, most children live in entirely non-literate environments with parents or carers who never attended a school themselves. Increasingly, parents are responding to the school's initiatives and are taking an interest in their children's work although their low or non- literacy levels often preclude helping their children with school related work at home.
- 6 Evidence in pupils' work books and school held data demonstrates that the overwhelming majority of pupils are working in bands below or well below age appropriate. Nevertheless, the overwhelming majority of pupils are making good or outstanding progress in the core curriculum.
- 7 The very high mobility among this community means the number on roll and in attendance fluctuates very considerably on a daily basis. Every day is an important learning opportunity. Last year, for example, 2018-2019 there were 48 new admissions across the school year and 31 leavers. Year 2019-2020 at the end of Spring 1, mobility looked as follows:  
NOR 97

Travelling 29

New starters or returning to roll following a period of absence 44  
 Removed from roll since September 22

- 8 Assessment on pupils returning from travelling takes place before they enter the classroom so that they begin on the correct level of learning. An individual pupil might be subject to such assessment several times in a year. Our experience is that regression takes place each time a child travels because there is the complete absence of a learning environment while travelling. This is also the approach we are using to assess pupils on their return to school following Covid lockdown. We baseline our pupils' core subjects and ensure gaps in learning are identified and addressed through small group teaching.
- 9 Very few if any of our pupils have an uninterrupted education and more than half are absent more than they are present.
- 10 All but two of our pupils (our non-Travellers) live on Traveller sites and nearly all arrive by bus or taxi.
- 11 We have adapted Target Tracker to be able to report definitive pupil and cohort data taking account of attendance rates. Such data is provided to the Governing Body and external assessors, and, on inspection, to Ofsted.
- 12 Because of very high levels of illiteracy in the Traveller community, we can only communicate with many parents in person, by telephone or pictorially. We phone parents frequently to share information and foster involvement. Throughout the Covid 19 lock down the school worked tirelessly to secure email addresses from parents and to support families to set up new emails in order to open another line of communication. Nearly all families now have an email address that they can access and we will continue to use this as another layer of communication or method to share documents.
- 13 Traveller culture does not always marry with the values we wish to teach. For example, gender stereotyping in the Traveller community is something we endeavour to overcome, bringing us into potential conflict with parent's views. Increasingly parents are listening to the school and respecting the values, we teach although this does not usually extend to adopting such values at home.
- 14 The community suffers above average infant mortality, lower than average life expectancy, a high incidence of mental health issues, domestic violence and poor parenting skills. A number of the Traveller families live in unsanitary conditions and many pupils have a range of health issues. (See The Gypsy, Roma, Traveller Community in Essex Health Needs Assessment 2018)

3. The school, Travellers and Covid 19

- 1 2019-2020 has been an exceptional year. From the end of March 2020 to the beginning of June, Crays Hill Primary School was closed with 0 pupils in attendance. The school have no key worker families and none of the families with children with EHCP chose to send their children into school. Home learning packs were provided along with online learning. Weekly phone calls were made during this time to check in on all of our families and ensure that those eligible were receiving their FSM vouchers through the Edenred online system. Extra food parcels were supplied to those families that were most vulnerable throughout this time.
- 2 School reopened on 2nd June. In the first week only 2 pupils attended. Many families were too scared to allow their children to return due to Covid 19 – there were several cases at Dale Farm. Ongoing weekly calls resulted in 25 children in attendance by the end of June.
- 3 School achieved more or less 100% attendance at the start of September, staff and pupils being protected by complete risk assessments.
- 4 Attendance September 2019 to Covid intervention in February 2020, as a percentage of available (non travelling) days, 86.8%
- 5 From Autumn 1 2018 to Spring 1, 2020, Traveller adjusted attendance ranged between 86% and 91%.
- 6 Our number of pupils with persistent absence for the same period was 78 pupils. This was a large increase from the autumn term rate of 41 pupils due to families withdrawing their children in the midst of the corona pandemic. This is also due usually to the Travelling nature of families, who are permitted to Travel for business purposes. Our NOR is currently 89 pupils but peaked at the highest for several years at 105 in the Autumn term.

Priority Areas for Improvement for 2020/21

<p><b>Priority 1 – Quality of education</b></p> <ul style="list-style-type: none"> <li>• Implement and monitor new curriculum maps across the school – EYFS / 1, 2/3, 4/5/6</li> <li>• To further develop a broad vocabulary in all learners linked to the topic or unit of work that they are learning.</li> <li>• To develop and embed the EYFS outdoor learning environment to successfully impact on <u>learners</u> independence skills.</li> <li>• To embed and expand the use of the 'characteristics of learning' in EYFs to inform what has been learned and where a learner needs to develop.</li> <li>• To develop pupil and staff skill and knowledge in computing.</li> </ul>	<p><b>Priority 2 – Behaviour and Attitudes</b></p> <ul style="list-style-type: none"> <li>• To successfully implement the Essex Steps behaviour policy across the school.</li> <li>• To make use of an online program to track and record safeguarding, attendance and behaviour incidents.</li> <li>• To expand the pupils' knowledge and appreciation of other cultures, minority groups and family lives through the use of a daily reading session with carefully chosen books.</li> </ul>
<p><b>Priority 4: Leadership and management</b></p> <p>To continue to raise the quality of teaching and learning to ensure all pupils make at least expected progress in relation to their attendance across all subjects</p> <ul style="list-style-type: none"> <li>• Establishing new team in KS2</li> <li>• Establish <u>self monitoring</u> cycle for new KS2 team to ensure consistent high quality.</li> <li>• Embed and develop EYFS / KS1 team working for planning and assessment and ensure consistency across the classes.</li> <li>• Follow rigorous monitoring plan for EYFS / KS1.</li> <li>• To effectively delegate the <u>PPG and SPG</u>, ensuring value for money and high quality impact on learners.</li> </ul>	<p><b>Priority 3: Personal development</b></p> <ul style="list-style-type: none"> <li>• To ensure RSE curriculum is fully implemented by the end of summer term 20-21</li> <li>• To successfully re-integrate pupils into school life following a prolonged period of absence due to <u>Covid</u> 19.</li> <li>• To promote staff well being through development of school premises and the staff as a team.</li> </ul>

Overall effectiveness: Good

- Crays Hill Primary is well-lead and managed by Headteacher Hayley Dyer and DHT/ Senco Claire Winch
- Outcomes for pupils - good
- The behaviour and attitudes of pupils and leadership and management within the school are - good
- There are effective safeguarding procedures in place.
- Attendance – Good (within the constraints of what is culturally possible)
- Overall, progress - Good
- Progress in the Early Years is Good
- From their very low standards on entry, regardless of the age of entry, all pupils and groups of pupils make good and often outstanding progress in relation to their individual starting points and attendance rates.
- School held data demonstrates that most children succeed in relation to more ‘statements’ from Curriculum 2014 (as recorded in Target Tracker and using personalised school Chris Quigley skills) than their time in school would indicate is expected.
- The school’s comprehensive systems, including very detailed and regular scrutiny of the quality of work in books, confirm often rapid progress while children are in school. Of course, pupils progress stops and sometimes regresses when travelling, so characteristically progress is in ‘jumps’. The school’s summative system, while making allowance for attendance rates, does not make any allowance for regression while not in school. Hence the actual progress made and seen in school held data is often to be applauded because children regress while absent. For example, children who apparently make no progress often have made good progress, having regressed and then once again caught up.
- As explained in the introduction to this SEF, nationally produced data reports on this school have little value or meaning. Our data compares standards with those expected through the National Curriculum, and where possible parallel testing. One case in point is the phonics test. This occurred while most children were travelling. However, our test condition testing of children before February 2020 showed that 11 out of 15 pupils in Y1 would have passed the phonic check with regular attendance.
- All groups of pupils including those with special needs and those in receipt of pupil premium achieve equally well. Great care is being taken to monitor our non-Traveller children to ensure provision is appropriate and their progress is good.
- The above comments can be verified by reference to scrutiny of pupil books alongside attendance data. Detailed updates are produced each half term for governors and other stakeholders.
- In summary, only pupils who have spent the majority of their education to date, in school, work at age related standards. However, only rarely does a pupil make less than expected progress and the norm is for pupils to make better than expected progress relative to their rate of attendance.

#### Quality of education – Good

- Our education is clearly defined in terms of our curriculum intent, its implementation and its impact. All our teaching and support staff are fully committed to our educational philosophy.
- The intent of our curriculum and our individual subjects is to provide the maximum possible learning for each child, regardless of their attendance rate, while encouraging pupils and their families to value education and participate as much as possible.
- Implementation – the details are woven throughout this document. They are unique to our school. We do not make value judgements about our pupils’ culture, but work with it to provide the most comprehensive experience we can for each individual child.
- As stated earlier, when judged against their attendance rates, almost every individual pupil at Cray’s Hill makes good or outstanding progress, including those who have special educational needs or are in receipt of pupil premium.
- Our ambitious vision is: To provide a safe and stable environment where children are respected and valued and enabled to achieve their full learning potential while honouring their cultural heritage. To ensure provision is of a high quality and sufficiently flexible to be equally appropriate for non-Traveller children.
- We are organised as four classes with 6 teachers (3 PT). In their registration groups, children are organised according to their age. However, in Read Write Inc. and in mathematics, pupils are organised according to ability, regardless of age. Our experience is that this results in the greatest progress among our pupils.
- LSAs are skilled in providing intervention strategies for pupils identified as needing them. Intervention strategies are re-evaluated very regularly to ensure they are achieving the desired effect with individual pupils and replaced if they are not.
- Children’s work demonstrates that feedback accelerates learning and progress very effectively. Children respond to verbal feedback in lessons, marking, peer and self-assessment and make good or better progress as a consequence.
- Lessons are engaging and motivating and teachers’ subject knowledge is good. PE, music and Forest Schools play a significant role in our teaching and pupils’ good learning.
- Teaching across the school is consistently good, and taking into consideration our challenging circumstances, at times outstanding. Teachers are very good at managing the changing numbers and needs of children in their class. They adapt learning quickly and effectively to meet the needs of each individual in their class. Teachers know their children very well and those new to school or that have been Travelling for extended periods are very quickly settled back into school life and routines with clear expectations promptly established. Teachers have an in depth knowledge of the community that the school serves and are mindful of this in their delivery and planning, ensuring all members of the school community are included in school life.
- Teachers and LSAs are expert at adapting their work each day to the number of pupils present and their particular needs.
- To ensure that teachers assess work accurately the school is a member of a local cluster group for moderation.
- Children know their in-lesson targets (their success criteria) in writing and mathematics and all other subjects. Children readily discuss what they are learning as opposed to what they are doing.
- Expectations are high and challenge is appropriate for each individual. Pace is good and despite the age of our computers, teachers teach the full computing curriculum.
- Home learning is encouraged but cannot be insisted upon because of the levels of illiteracy among parents and the physical circumstances in which many pupils live. Our Read Write Inc manager regularly meets with individuals and groups of mothers to discuss how they can help their children’s reading at home, even if they themselves are unable to read or write. This enables children to access home reading when the situation allows them to. Children who read at home move more quickly through our reading program and become more fluent accurate readers.
- Support staff work, in consultation with teachers, is targeted and provides strong support as required by individuals and groups.
- Pupils are highly motivated, encouraged to work hard and are keen to succeed. Through improvements in their attendance rates, they become increasingly independent learners.

- Our teachers are expert at accurately assessing pupils' skills and knowledge across the curriculum. This is particularly so because of the regularity of having to assess pupils on their return from travelling, and is internally moderated. Target Tracker is used as an assessment, recording and planning tool for the whole curriculum.
- When questioned, pupils, parents and carers all state that the quality of teaching is good and pupils learn well
- We currently follow the National Curriculum 2014. These NC objectives are then broken down in to milestones. These allow staff to move between milestones to match learning to meet the range of needs within their class. Teachers then may plan lessons whilst taking into account all three milestones within the same lesson to meet the vast breadth of knowledge and experience of subjects within each class.
- To provide children with a breadth of experience we provide Forest school sessions for all children in half termly blocks. This has a focus on teamwork, resilience and getting active. These sessions are run by Essex Wild Life Trust and supported by school staff.
- Year 5 and 6 receive music tuition through Essex music for one term every year and this year they will be learning ukulele. This was unfortunately scheduled for the Summer term 2020 and is rescheduled to the new academic year due to covid.
- Years 4, 5 and 6 swim every year and this year, subject to COVID conditions.
- We encourage visitors to school to enrich the children's lives and enable them to meet a range of people from the local community. We have visitors from two local churches, PCSO, Church ministry, library service, fire service and health service. These visitors all work in partnership with the school to plan for the sessions to be delivered.
- As a school we strive to meet the pupils' academic needs but also their personal, social and emotional needs.

### Behaviour & Attitudes – Good

- The overwhelming majority of behaviour for learning and behaviour is very good. However, the school is not without a minority of pupils who present challenging behaviour, particularly in Year 5.
- Pupils respond well to good management by staff, careful planning of their activities, liaison with parents, a deep understanding of each child's needs and the motivation engendered through good and often outstanding teaching. Given pupils' turbulent attendance we are very pleased with how our pupils behave and how well our staff manage pupils' behaviour and help them to settle into school routines when they return from Travelling or join the school for the first time.
- Pupils' commitment to learning is total as is their pride in achievement.
- Pupils feel safe. The school ethos results in pupils having high expectations of themselves and each other's behaviour.
- Pupils know the school's ethos expectations through ERIC, a character who promotes effort, respect, independence and communication. Almost all pupils can talk at length about Eric and his impact on the school, and staff use Eric to set their expectations of pupils.
- Pupils know that behaviour issues, when they arise are, consistently and effectively addressed, following the schools agreed procedures. They respond well to the uniform expectations they encounter across the school. Staff have recently been trained in the Essex Steps program and the behaviour policy adapted accordingly.
- Pupils are aware that unacceptable behaviour, bullying and racism are not tolerated and are encouraged to talk to an adult if the need arises. Pupils feel able to seek help, they know how to complain and they feel listened to. Pupils and parents express the view through questionnaires that issues are dealt with diligently and fairly by the school.
- The school has an effective procedure for recording and following up all incidents and all forms of bullying. These are exceptionally rare.
- Pupils learn from whole school assemblies, which are used to agree school rules, embed expectations, celebrate success and allow all staff and pupils to work together and practice relationship building.
- Almost all pupils participate in an activity at lunchtime to either enhance their physical or emotional well-being. Pupils enthusiastically participate in sports and other physical activities, often provided by our specialists in partnership with class teachers. Pupils enjoy representing their school in the local Schools Sports Partnership. The school currently has weekly Zumba lessons, run by an LSA and daily football on the playground supported by an LSA. A sports coach provides lunchtime activities twice a week following the interests of the children.
- There were 3 racist incidents and 1 bullying accusation last year. These incidents were linked. The school invested much time in the year 5 / 6 curriculum to a specific unit regarding Racism and bullying, using 'Show Racism the Red card' resources. The school entered a 'Show racism the red card' competition and following this input the incidents stopped. In order to address anti-bullying in more detail and refresh our policy and process, this is a focus on our current school development plan.
- There were only 14 minor incidents logged regarding behaviour across the school last year. These were all dealt with following the school consequence flow chart and / or in discussion with parents and class teachers.

### Personal Development - Good

- To address wellbeing and safety issues, and in particular the number of children arriving in school hungry and lethargic, we obtained funding and are now offering a daily Breakfast Club for all our pupils. This has ensured a much brighter start to the day, and because it involves many physical activities, it is helping to develop children's gross and fine motor skills.
- Pupils are very well prepared for each transition in their education in school, and in conjunction with a local secondary school, for secondary transfer. Regrettably the Traveller community rarely if ever continue to secondary school and education post 11. Only two pupils from the Traveller community have ever gone from Cray's Hill to a secondary school.
- Their very good spiritual, moral, social and cultural development, their demonstration of school values and their knowledge of British values result in pupils' good personal development.
- Pupils discuss and consider safe practices in all aspects of school life through assemblies, the PSHE/Computing/ e-safety curriculum and SEAL resources. Use is made of outside expertise to support this work with families. As a result pupils have a good regard for safe practices.
- Although restricted by attendance rates and the nature of the local environment, pupils make a good contribution to the school and wider community.
- Our school councillors meet with colleagues from the Academy Trust on a regular basis; pupils participate in a range of fund raising for charities they help to choose, through their behaviour while on visits, they help to change often negative views about Travellers and representatives attend the Remembrance Day service locally.
- Pupils and parents are aware of the school's policy on the safe use of the internet. Filtering prevents pupils accessing undesirable web sites. Pupils are aware of appropriate and inappropriate use of digital cameras and other technology and know of the danger of chat rooms. Mobile devices are not permitted in school. We are unable to know how many parents continue supervising their children on line while at home.
- Our curriculum promotes independence and safety. For example, pupils throughout the school participate in Forest Schools, using potentially dangerous tools, safely. (All risk assessments fully in place).
- Through the work of teachers and visitors, pupils learn of the dangers of fire, roads and electricity. Pupils conduct themselves well during fire drills.

- Pupils have many opportunities to participate in broadly cultural activities and hence, to widen their horizons and provide them with a glimpse of the world beyond the very limited scope of our particular Traveller Community. These include cultural stories, black history month, GRT history month, sports champions, topics focused on other countries and lifestyles, exploring music from other cultures to name but a few.

#### Leadership and Management – Good

- We have a commitment to staff training. Staff attend training opportunities through the Academy Trust and the Wickford cluster of schools. Staff identify clear personal targets on their Performance Management.
- Support staff training is also accessed through the Trust and links with other schools.
- All staff attend inset and twilight training across the year that is tailored to the needs of the school.
- Governors, parents, staff and pupils understand the school vision. It underpins our work on British Values, inclusion and SMSC.
- The headteacher provides a clear direction for the school and is committed to pupils reaching the highest possible standards and to further improving their achievements. She receives the full support of the staff and governors. She is very focused on the single most important factor in promoting pupil progress, the quality of teaching.
- Characteristically, despite their turbulent attendance, most pupils make good or outstanding progress relative to their attendance and their individual starting points.
- All staff act as a highly motivated and unified team, each sharing the school's aspirations for its pupils. All staff are keen to learn from each other and constantly improve their work.
- Provision for staff 'Wellbeing' is strong. Our staff experience a range of challenges not seen in other schools, and we work hard to support them.
- The single greatest challenge, which our staff have become expert at dealing with, is the often-erratic attendance patterns of pupils and their reassessment on return from travelling.
- We regularly invite parents, pupils and staff to complete perception surveys. These demonstrate parent and pupil satisfaction with the school. The overwhelming majority of parents are supportive of the school.
- Benchmarking is less useful to us than to most schools as there are few if any similar schools in England.
- Safeguarding is robust and fully up to date. Staff training on radicalisation, CSE and FGM have taken place. The Headteacher is trained as a CSE Champion. The school has recently bought into an electronic recording system and is awaiting training.
- The curriculum is individualised to match the prior learning, current knowledge and attendance of each pupil. It is broad and balanced and much emphasis is placed on things that are of particular interest to children from the Traveller community. We have greatly enhanced our teaching and learning of the foundation curriculum and our reinforcement of the core curriculum through foundation subjects. Hence, for example, pupils' writing across the entire curriculum is much improved.
- Because very few pupils continue their education after their time with us, in Y6 we include life skills in the curriculum.
- Pastoral care is excellent and supports pupils' good and often excellent progress.
- Our Deputy Headteacher has acquired her SENCo qualification.
- The management of teaching and learning is very good resulting in good and often excellent learning among all pupils. Group analysis of data is somewhat different to other school. We carefully monitor the whole school, SEND, pupil premium, attendance groups, year groups and Traveller / non-Travellers and most recently, we have one EAL pupil whose outcomes are also closely monitored.
- Because of their level of deprivation, almost all pupils receive Pupil Premium and all receive Sports Premium. Pupil Premium is used for staffing to enable us to teach in small groups in Read Write Inc and mathematics. Sports Premium covers three important activities. It enables high quality coaches to up-skill staff in the delivery of PE, it funds Essex Wild Life Trust to deliver Forest Schools and it provides transport to enable our pupils to participate in inter-schools sports competitions.
- Promotion of equality, diversity and British Values underpins school life, even though these often conflict with many of our families' own values.
- Appraisal is well managed and affects all aspects of performance through comprehensive tailored CPD.
- School development planning sets challenging targets for staff at all levels to meet.
- Target setting is well developed at a whole school, class and individual level, based on the statements contained in Curriculum 2014. Achievement and attendance, drives our day-to-day planning for each pupil.
- LSA's play a critical role in supporting individuals and groups in their learning, under the direction of teachers. They have been trained to deliver Read Write Inc and Talk Boost, which continue to be very successful. Our Read Write Inc manager is highly skilled and closely monitors each group to ensure each child is receiving the correct challenges, modelling teaching and holding weekly training sessions on a focus identified through observations that week.
- As a school we are actively seeking ways of trying to reduce teacher workload through consistent PPA, Forest Schools sessions led by Essex wildlife trust, PE coaches leading and supporting PE sessions, staff meetings to undertake book scrutiny altogether, shared resources on school drive for all staff to access to support marking, learning and behaviour.
- Performance management is closely linked to the school development plan so that all staff are held to account for all aspects of their work.
- The support from within the academy has also supported other members of staff to develop their skills as LSAs, teachers and leaders. Regular meetings and training events have provided networking opportunities to meet, share and discuss ideas and strategies that all work together to improve outcomes for pupils. The training log developed helps the Headteacher to identify gaps in training and the impact of the training staff have had.
- The headteacher is responsible for the use of the Pupil Premium funding; PP is discussed in FGB meetings. The PP funding, for the most vulnerable pupils, is spent to improve the academic attainment and progress, as well as the holistic well-being of these vulnerable pupils.
- The headteacher is supported by the PE lead (new to post) with the Sports Funding this year, this has been used to increase the engagement of pupils in the school through sports and general fitness classes as well as clubs within the school and provided by outside agencies to encourage pupils to take up a sporting activity with a club outside of school.
- Staff work hard to keep children safe and have a clear understanding of safeguarding practice and procedure. Annual safeguarding training is delivered to all staff and newly appointed staff are inducted effectively in health, safety and safeguarding. The school looks at EPHA 7-minute safeguarding staff meetings regularly to keep all staff refreshed in all areas of safeguarding.

#### Early Years Foundation Stage – Good

- Only rarely does a child join our EYFS who has had any pre-school experience. Illiteracy in the community means few if any children have learned to write a single letter or their name or even to hold a pencil. British Picture Vocabulary Scale assessments show all children to be well below expected standards on entry. (The test has been carried out for the whole school and will be repeated annually to measure progress).
- We have become expert in providing for increasing numbers throughout the year.

- All teaching is consistently good or better.
- Good indoor and outdoor areas and accessible resources that meet the needs and interests of children very well.
- Good balance between child chosen and teacher led activities helps to develop independence from the youngest age very effectively.
- Daily ongoing assessment (AfL) ensures coverage and challenge and rapid intervention if required.
- Our EYFS leader produces and maintains high quality; very detailed learning journals that capture and show learning at a level of detail, this year the school will be trialling Learning Journals on Target Tracker our assessment tool.
- Forest Schools provision supports the development of the Prime areas of learning.
- Good induction programmes that are repeated as children join throughout the year and very good communications with parents /carers. (This applies equally to pupils of any age joining the school).
- Children with potential special educational needs are quickly identified and provision made.
- Home visits for all joiners regardless of the stage of the year when they join.
- High level of empathy with children and their families / carers and strong links that draw families and carers into close working with the school. It is a particular strength of the school that parents who had bad experiences or no experience in school themselves, develop strong and supportive links with our staff.
- They provide a broad and balanced curriculum that meets the needs of the pupils in our school. The quality of provision ensures that progress is made from below expectation starting points on entry to school
- Our Early Years Curriculum is based on our on-going knowledge about the community we serve. It is rooted in the key elements of learning that are essential for our pupils to be individuals that respect the beliefs and attitudes of different community members.
- Our curriculum is mapped out over a year, with expectations of what we want pupils to achieve at the end of each term stated in relation to ELGs and subjects of the NC. This builds on their knowledge, skills and understanding term on term. Previous learning is always linked back to as children move on with their learning to ensure children can retain and apply prior knowledge to build a secure knowledge base. Children returning from travelling are then able to be supported with returning to class.
- Individual NC subject strands are tracked through the early learning goals, so subject leaders can help strengthen their subjects in Reception.
- Parents are actively involved in the pupils' learning through School valuing feedback from parents and school informing parents of next steps for children. We hold regular open sessions where parents and family members are able to comment on their child's development.
- For our Reception children there is an Increased amount of open class times for parents. They are encourage to come in for reading, handwriting and maths sessions to support them in supporting their child at home.
- Assessment is a continuous process within the foundation stage to ensure accurate starting points and to identify next steps in learning. Half-termly monitoring of learning journeys takes place to ensure progress and coverage of areas of learning over time.
- All foundation children are accurately baselined using the Early adopter baseline materials. This is supported by the school paper based assessment. All baseline findings feed into future planning to allow quick progress from a low starting point. Within the foundation provision, evaluation is continually taking place to ensure effective continuous provision inside and outdoors that supports the child's learning needs at that specific time.
- Outcomes for the foundation stage in 2020 were positive. Two children would have achieved the GLD, had we been in school. Two further children may have achieved the GLD. However, lack of attendance due to Covid 19 did not allow for them to fully access the full EYFS curriculum.
- Engagement in books and story is fundamental throughout the foundation stage curriculum. Themes are based around story with children having planed sessions to read and recreate the stories in their own words. High quality story times take place in the foundation class with stories read linked to text and presented, by the adult, in an engaging and exciting way to foster a love of reading by the children.
- In the outside environment, a reading area has been created for continuous reading access for children to independently access and for adults to model reading.