



BERLESDUNA ACADEMY TRUST



Crays Hill
Primary School

“Learning, Safety and Respect for all”

School Self Evaluation

September 2021

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

AREA INFORMATION

Basildon District was formed in 1974 and includes the towns of Basildon, Billericay and Wickford. It is the second district in Essex by population and covers some 42.5 square miles.

Based on the 2001 Census, the district demographic is predominately comprised of people who consider themselves to be White British (95%).

Educational attainment at both primary and secondary school level falls below the Essex average.

The district is ranked 2nd within Essex for Rank of Extent which indicates the proportion of people living in seriously deprived areas. Basildon is also ranked 2nd for both Income and Employment deprivation. District level deprivation figures show that the Basildon district is one of the most deprived in the county, falling within the 38% most deprived districts nationally.

Crays Hill Road in Crays Hill is in the Eastern region of England. The postcode is within the Crouch ward/electoral division, which is in the constituency of Basildon and Billericay. Crays Hill can be considered less ethnically diverse than the UK average. As whole, the UK population claims itself as approximately 86% white, with residents of this area being 97% so. Crays Hill is the site of Dale Farm, once the largest Irish Traveller site in Europe.[4]

SCHOOL CONTEXT

1. INTRODUCTION

- 2019/20/21 have been exceptional years. From the end of March 2020 to the beginning of June, Crays Hill Primary School was closed with 0 pupils in attendance and again from the end of November 2020- the end of February 2021. 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. In February the children returned early as all covid cases in our community had cleared and our children met the vulnerable children category as they were struggling to access home learning and / or work in a suitable place.
- Since May 2018 we are part of the Berlesduna Academy Trust. We also link with 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. This year we are linking with Wickford C of E to take part in their master classes to give the talent children in a range of subject areas specialist experience.
- 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, subject network meetings, HT meetings, finance and HR support.
- The Trust gives our pupils the opportunity to meet with other pupils from the local area and take part in trust events, including sporting events and competitions, 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.
- Almost all our pupils are from the Traveller community, nearly all of those from the Irish Traveller community. Two children are from the local non-traveller community. They 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. **However, the school has participated in the Baseline assessment pilot this year and September 2021 intake has shown to be even lower than previous years with most children being assessed into the 0-36 months phase of development matters.**

Basic Characteristics
Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (94 pupils)

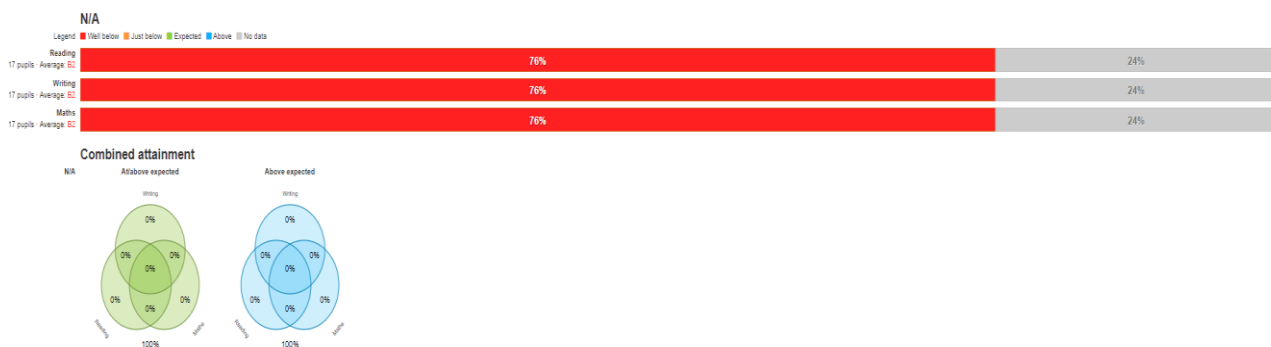
Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Rec	13	7 (53.8%)	6 (46.2%)	10 (76.9%)	10 (76.9%)	13 (100%)	1 (7.7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Y1	8	3 (37.5%)	5 (62.5%)	7 (87.5%)	7 (87.5%)	7 (87.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Y2	13	6 (46.2%)	7 (53.8%)	11 (84.6%)	11 (84.6%)	13 (100%)	0 (0%)	1 (7.7%)	1 (7.7%)	0 (0%)	0 (0%)	0 (0%)
Y3	13	8 (61.5%)	5 (38.5%)	11 (84.6%)	11 (84.6%)	11 (84.6%)	0 (0%)	3 (23.1%)	3 (23.1%)	0 (0%)	0 (0%)	0 (0%)
Y4	16	6 (37.5%)	10 (62.5%)	12 (75.0%)	12 (75.0%)	16 (100%)	0 (0%)	1 (6.3%)	0 (0%)	0 (0%)	1 (6.3%)	0 (0%)
Y5	14	7 (50.0%)	7 (50.0%)	12 (85.7%)	12 (85.7%)	12 (85.7%)	0 (0%)	2 (14.3%)	2 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Y6	17	9 (52.9%)	8 (47.1%)	16 (94.1%)	16 (94.1%)	17 (100%)	0 (0%)	3 (17.6%)	1 (5.9%)	0 (0%)	2 (11.8%)	0 (0%)
All	94	46 (48.9%)	48 (51.1%)	79 (84.0%)	79 (84.0%)	89 (94.7%)	1 (1.1%)	10 (10.6%)	7 (7.4%)	0 (0%)	3 (3.2%)	0 (0%)

* Includes pupils with **Information Not Obtained**.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Traveller of Irish Heritage	40	42	87.2
White - British	3	2	5.3
White - Irish	1	0	1.1
Gypsy / Roma	2	3	5.3
Other Black African	0	1	1.1
All	46	48	100.0

- In September 2021, 12 reception children joined the school, a further 5 have joined across the year so far. 2020 – 4 children joined with a further 4 across the year, 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 'well below' on entry. The school has part of the Reception Baseline Assessment Trial and Early adopter curriculum project.
- EYFS are taking part in the Early adopter program for the new framework and for the baseline assessment.

EYFS Baseline assessment



- Of our 2 pupils that are not from the GRT community, both have joined us from EYFS.
- 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, if there is no response from any numbers we contact all family / neighbour links, or if

they fail to return from Travelling children are reported as CME. 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.

- 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.
- In the last full academic year, from September to July the picture of attendance is as follows:

2020-2021 Analysis of Attendance

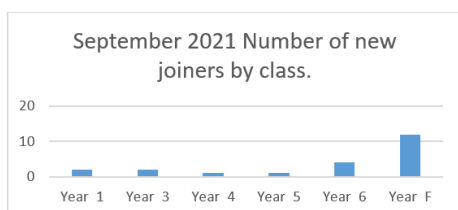
1. Formula: Taking away Travelling sessions.

$$\frac{\text{Number of sessions present}}{\text{Number of sessions possible} - \text{number of Travelling sessions}} \times 100$$

Number of sessions possible – number of Travelling sessions.

$$\frac{14542}{(24\ 539 - 7811)} \times 100 = 86.9\%$$

Number of children new or returning to roll by month



Key facts September 2021

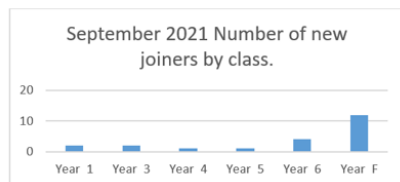
- 98 on roll current total
- 35 Travelling
- 56 in attendance

- Our attendance rate thus calculated was 87% and our persistent absence rate for 20-21 was 64 pupils. Our NOR is the highest it has been for several years which is currently 98 pupils.
- ASP, IDSR, previously RAISEonline and their derivative 'the inspection dashboard' have all been acknowledged by Ofsted as being approached with caution for our school. Very few pupils take KS2 SATs and of them few if any have taken KS1 SATs. Due to Covid 19 there were no statutory assessment tests in 20-21.
- 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 precludes helping their children with school related work at home.
- 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, this is evident in their books and learning.
- 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 Year 2019-2020 at the end of Spring 1, mobility looked as follows:

Key facts (Sept 2020- July 2021)

- 97 on roll current total
- 29 Travelling (9.3.20)
- 44 new starters or returning to roll following a period of absence.
- 22 removed from roll since September.

Number of children new or returning to roll by month



Key facts September 2021

- 98 on roll current total
- 35 Travelling
- 56 in attendance

- Assessment on pupils returning from travelling takes on entry to 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 often the complete absence of a learning environment while travelling. This is also the approach we will use to assess those pupils on their return to school following the extended period of absence due to covid. We will baseline our pupils core subjects and ensure gaps in learning are identified and addressed through small group and / or 1-1 teaching where identified necessary.
- Very few if any of our pupils have an uninterrupted education and more than half are absent more than they are present. Pupils make good or better progress, when comparing progress to attendance. Because of the work we have done and continue to do with our parents, absences are increasingly notified to the school in advance. Accurate return dates from travelling are very difficult to confirm in advance, making forward planning exceptionally difficult.
- Nearly all of our pupils live on Traveller sites and the majority arrive by bus or taxi.

- Nearly all our Traveller pupils would receive no education if they did not attend here and few progress to Secondary school (none in the past 3 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.
- We communicate with many parents in person, by telephone or by pictorial letters. We phone parents frequently to share information and foster involvement. Throughout the Covid 19 lock down the school work tirelessly to secure email addresses from parents and 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 continue to use this as another layer of communication or method to share documents.
- The school is designated as a half form entry school. There are 15 admissions for the FS. Currently our NOR is 98 (September 2021), having risen from 55 2 years ago. Our funding formula is often based on a much smaller co-hort.
- 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 believe we have our strongest staff team for many years. Teachers are skilled at adapting learning for the broad range of learners that they provide for.
- 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.
- 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)
- 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.

Priority Areas for Improvement for 2021-22

Priority 1: Quality of education

To maintain a high-quality curriculum and look towards outstanding practise.

- Embed and refine curriculum maps across the school – EYFS / 1, 2/3, 4/5/6
- To further develop a broad vocabulary in all learners linked to the topic or unit of work that they are learning.
- To apply a standard design to working walls across the school
- To develop the habit of producing high quality top copy of the daily writing workshop using 2 page spread and design writing
- To ensure the writing and handwriting structure across the school matches age related expectations and ensures challenge for those more able children.
- For teaching staff to deliver and share creative, exciting and motivating foundation subject lessons

Priority 2: Behaviour and attitudes

To take pupil behaviour from good to outstanding

- To successfully embed the Essex Steps behaviour policy across the school.
- To establish the new role of SEMH manager successfully into school

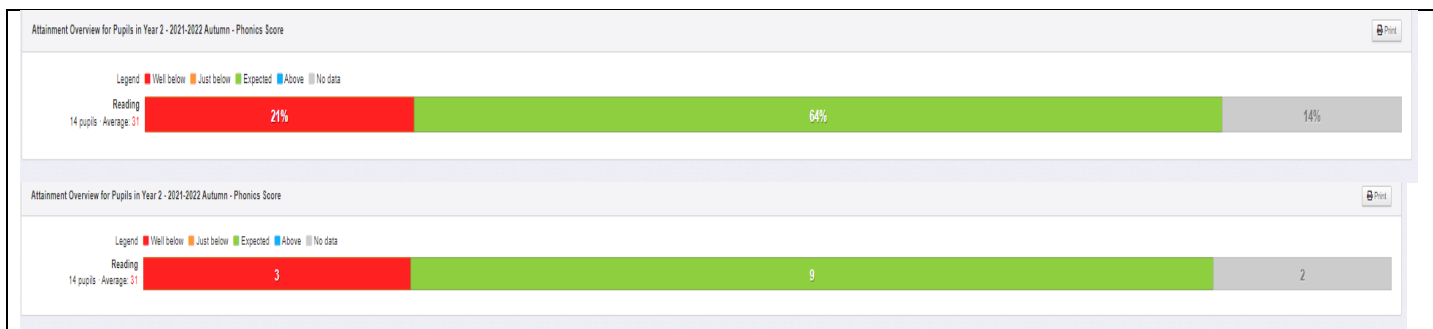
Priority 3: Personal development

To successfully and fully implement the relationship education curriculum

- To ensure RSE curriculum is embedded
- 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
- Embedding new team in school with 4 x new staff members
- To effectively delegate the PPG and SPG, ensuring value for money and high-quality impact on learners.
- To effectively utilise a proportion of the school, carry forward to better impact on school organisation, premises and staffing.

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
- 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 Curriculum 2014 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.
- 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. Year 2 children have undertaken catch up and recovery 1-1 interventions to ensure that they are successful in this year's phonics check in November.



Current year 2 cohort took the PSC in November. 64% / 9 pupils passed the test. With school based interventions and further attendance in school a further 3 pupils are predicted to pass in June and will be retested with the year1 pupils. 2 pupils' with no data were Travelling at the time of the test and will be reassessed on their return.

- It is rare that a pupil has all his or her schooling with us.
- 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 an up to date pack of school held 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.
- Please see school life attendance data for individual pupils.

Quality of education – Good

- School Values and vision
- 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 all children in our care.
- We are organised as five classes with 6 teachers (2 PT). In their registration groups, children are organised according to their age. Class 1 – EYFS/ Y1, Class 2M & 2T years 2/3 and class 3L & 3W years 4/5/6. 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 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 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.
- Children know their in-lesson learning objectives 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.
- Teachers teach the full computing curriculum.
- Home reading 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 or calls 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. Insight and Pixl are 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 small steps to meet the needs of our learners. These allow staff to move through appropriate sequences of lessons matching learning to meet the range of needs within their class. Teachers then may plan lessons whilst taking into account 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.
- Years 4/5/6 swim every year for at least 1 term.

- We encourage visitors to school, when able to, 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, 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. In recent times, many of these sessions are delivered virtually.
- As a school we want to meet the pupils' academic needs but also their personal, social and emotional needs. This is through a carefully planned PSHE curriculum, RSE curriculum assemblies and school behaviour policies.
- We deliver a very rigorous and systematic reading and phonics program through RWInc. All children are rapidly assessed on entry and are taught in groups according to their reading ability, regardless of their chronologic age. Therefore, children are working in very focussed, small groups and receive targeted learning. When children complete RWInc they then move onto a comprehension program and then Language and literacy. This program enables all children to work rapidly through the levels and reading progress is either good or accelerated for all pupils.
- We have a commitment to staff training. Staff attend training opportunities through the Academy Trust, online training platforms and carefully planned for inset and twilights. Staff identify clear personal targets on their Performance Management.
- Support staff training is also accessed through the Trust and links with other schools.

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. Pupils are very well managed through 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 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.
- This year the school has employed an SEMH manager to support the SEMH needs of our pupils. The SEMH manager works closely with staff, identifying and supporting pupils with SEMH needs and implementing interventions.
- 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. A CEO safeguarding visit in September supports this and highlights safeguarding as a strength of the school.
- Pupils know the school's ethos 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.
- ERIC drives school learning behaviours, this system gives staff a united language to ensure consistency across the school.



- Behaviour issues when they arise are, consistently and effectively addressed, following the schools agreed procedures.
- The school staff have recently been trained in the Essex Steps program, and are currently part of Trauma Perceptive Practise (train the trainer) training and the behaviour policy adapted accordingly. Through inset and twilights this training is being delivered to all school staff.
- 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. Pupils say that bullying rarely happens at school and that when it does teachers are either very good or good at dealing with it.
- The school has an effective procedure (CPOMS) for recording and following up all incidents and all forms of bullying. These are exceptionally rare.
- 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, along with our online training platform, Thirsty Scholars, to keep all staff refreshed in all areas of safeguarding.
- Whole school assemblies are used to develop pupils' PSHE learning where we agree school rules, embed expectations, celebrate success and allow all staff and pupils to work together and practice relationship building. Assembly is often a whole school opportunity for children to problem solve something in school that needs changing.
- 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 a sports coach providing lunchtime activities twice a week following the interests of the children.
- Almost all pupils participate in physical activity at lunchtime to either enhance their physical or emotional well-being.
- The school makes good provision for pupils with special needs, and most SEND pupils make similarly good progress to all other pupils.
- Behaviour was deemed good by pupils in our pupil perceptions. A recent CEO visit highlighted how well the pupils know the school systems for behaviour and how teachers consistently deal with situations when the arise.
- Parent perception all strongly agree or agree with all behaviour questions. Parents are supportive of any behaviour issues that arise.
- There were no racist incident last year.
- 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.
- Minor incidents were all dealt with following the school consequence flow chart and / or in discussion with parents and class teachers.
- Although our attendance still does not reach national expectations there are a number of medical and cultural issues that also affect our attendance. The attendance admin officer keeps a running record of these in the front office. Attendance is always a priority for our school.

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/ RSE/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, in more normal times, 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.
- Through the work of teachers and visitors, pupils learn of the dangers of fire, roads and electricity. Pupils conduct themselves well during fire drills.

Leadership and Management – Good

- 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 other members 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 in their year groups and across the school from their individual starting points. (In house data)
- 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. (Gov report)
- 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.
- Since May 18 we are part of the Berlesduna Academy Trust, which provides a range of high value support and training for all staff.
- 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 using it effectively. A recent CEO visit highlighted safeguarding as a strength of the school.
- The curriculum is individualised to match the prior learning, current knowledge and attendance of each pupil. It is broad and balanced and much emphasis 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 in the curriculum life skills.
- Pastoral care is excellent and supports pupils' good and often excellent progress. This has been further enhanced by the post of SEMH manager.
- 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.
- Because of their level of deprivation, almost all pupils receive Pupil Premium (88.4% January 2022) 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. Performance management is closely linked to the school development plan so that all staff are held to account for their performance. School development planning sets challenging targets for staff at all levels to meet.
- Children's knowledge of school values supports their personal development including their SMSC development very well.
- 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.
- Tracking of pupil progress in relation to attendance is central to our meeting the needs of pupils, identifying where intervention is necessary and delivering the best possible programme of studies. All interventions are evaluated on a regular basis to ensure that they remain effective (pupil progress reports).
- 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 NELI, 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.
- Teaching and therefore learning is good in the school.
- 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, subject leader staff meeting time, shared resources on school drive for all staff to access to support marking, learning and behaviour.
- Equality of opportunity and diversity, Fundamental British Values as well as our own school values of learning, safety and respect for all

- 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 headteacher is responsible for the use of the Pupil Premium funding, National tutoring funding and catch up 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 with the Sports Funding, 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.

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.
- 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 (Tapestry) that capture and show learning at a level of detail, and some parents are beginning to access this from home with support from school.
- 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. (normal times)
- 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.
- 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.
- 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 Trust 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 2021 were positive. 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 a story with children having planned 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