



School Self Evaluation

Month September

2023/24

This SEF is for Staff, Governors, the Trust and Ofsted. It contains contextual and descriptive information.

AREA INFORMATION

Crouch Ward:

The following information is in relation to the school being part of the Crouch Ward. However, this needs to be interpreted with caution as nearly all of our families are from the Irish Traveller community and are very unlikely to have completed a census. Many families are unable to access documents such as this due to being unable to read or write or not being a part of these processes. Our families form a very large part of the Crays Hill community but may not show up on any community data due to high mobility in their life style.

Dale Farm is a plot of land situated on Oak Lane in Crays Hill, Essex, United Kingdom. Until October 2011, it was the site of one of the largest Traveller concentrations in the UK,[1] at its height housing over 1,000 people, along with the adjacent Oak Land site. Although Basildon District Council had granted permission for the site to be used by a small number of Traveller families, no planning permission was given for the expansion of the site into land located within the Green Belt.[2][3]

The history of the Traveller site and current information on the community and a rough guide to numbers can be found here:
https://en.wikipedia.org/wiki/Dale_Farm

KEY FACTS

- Crouch ward's 2018 estimated population is 9072. The ward's population is estimated to have increased by 6.5% (557 residents) since 2008.

- Crouch has a lesser proportion of 0-14 year olds (17.6%) than Basildon as a whole (19.7%). It has more residents from ages 15 to 64, 63.8%, compared to 63.1% across Basildon.

- Crouch's over 65 population proportion increased between 2008 and 2018 from 12.9% to 18.6%. Basildon's has increased over the period from 14.9% to 16.6%

- According to the 2011 Census, Crouch has a greater proportion of BME residents (14.3%) than the wider Basildon area (10.4%)

POPULATION SUMMARY

	Crouch	%	Basildon	%	England %
Total Pop	9,072		185,862		
Males	4,453	49.1%	90,194	48.5%	49.2%
Females	4,619	50.9%	95,668	51.5%	50.8%
0-14	1,600	17.6%	36,665	19.7%	17.7%
15-64	5,789	63.8%	117,275	63.1%	65.9%
65+	1,683	18.6%	31,922	17.2%	16.4%
BME	1,297	14.3%	29,559	10.4%	20.2%
White British	7,775	85.7%	156,303	89.6%	79.8%

SCHOOL CONTEXT

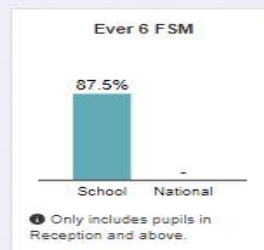
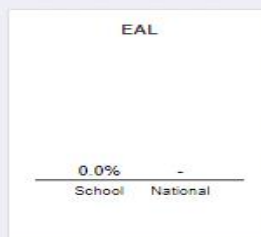
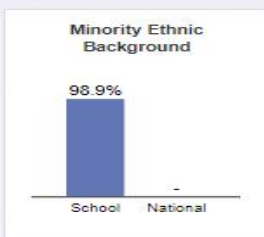
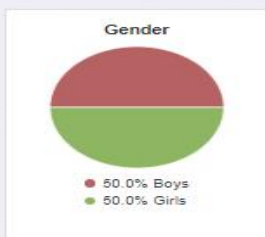
1. INTRODUCTION

- Crays Hill Primary School is a unique school, almost all our pupils are from the Traveller community, nearly all of those from the Irish Traveller community. One child is from the local non-traveller community. Children 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.
- Since May 2018 we are part of the Berlesduna Academy Trust. We link with Wickford C of E to take part in their master classes to give talented children in a range of subject areas specialist experience.
- The Trust is currently a group of 10 schools that all hold the same beliefs and values regarding children and especially vulnerable children. The school is well supported by the trust CEO, CFO, DoE and HR 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 and in turn for them to be accepting of others outside of their immediate community.

Demographics of Crays Hill Primary School

2023-2024: 88 Pupils

Print



Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan
Year 1	20	9	11	0	7	15	2	0
Year 2	15	10	5	0	5	13	1	1
Year 3	12	5	7	0	5	11	0	0
Year 4	17	9	8	0	7	15	5	0
Year 5	13	6	7	0	3	12	3	0
Year 6	11	5	6	0	6	11	2	1

Ethnicities

	# Pupils	% Pupils
Traveller of Irish Heritage	82	93.2%
Gypsy / Roma	4	4.5%
Other Black African	1	1.1%
White - British	1	1.1%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	7	8.0%
Moderate Learning Difficulty	4	4.5%
Social, Emotional and Mental Health	2	2.3%
Autistic Spectrum Disorder	1	1.1%
Physical Disability	1	1.1%
Vision Impairment	1	1.1%

- In September 2022, due to increased numbers in some year groups the school increased it's PAN to 120 from 105.
- 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. Attendance 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. Our recent Ofsted inspection deemed processes to be comprehensive and effective and recognised there to be no benefit from setting targets for the school or commenting on attendance in the report.
- 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 was as follows:

2022-2023 Analysis of Attendance to September to July

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.

$$\frac{22991}{37462} \times 100 = 61\% \text{ (total \% attendance)}$$

37462

$$\frac{22991}{(37462 - 8866)} \times 100 = 80\% \text{ (total \% attendance minus T code)}$$

$$(37462 - 8866) = 28596$$

- 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 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.
- Most pupils travel regularly and hence have periods with no formal learning. On their return, each pupil is effectively re-assessed to take account of any regression and re-enter their learning at an appropriate level, thus enabling them to access the curriculum. Some pupils may need to go through this process several times a year. We baseline our pupils core subjects to ensure gaps in learning are identified and addressed through small group and / or 1-1 teaching where 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, with a handful being delivered by their parents.
- Nearly all our Traveller pupils would receive no education if they did not attend here and none have progressed to Secondary school 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. Changing parental perceptions of secondary schools remains a high priority for this school.
- 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 have our strongest staff team for many years. Teachers are skilled at adapting learning for the broad range of learners.
- In recognition of our expertise with the children and families of the Travelling community, we have been involved in discussions at Downing Street and the House of Lords.
- Our school is a resource for schools across SE England and beyond who are needing help with the integration of children from the Traveller Community.

Priority Areas for Improvement for 2022-23

OFSTED actions (September 2022)

Areas identified from the inspection that the school needs to improve further:

- In a few subjects, leaders have not set out clearly what pupils will learn. As a result, teachers take broad aims and determine what specifics to teach. How well teachers do this varies, meaning some pupils have misconceptions about vocabulary and concepts leaders want them to know. Leaders should make the necessary changes to their planned curriculum, so teachers know what to teach, and what to check pupils know, to inform their teaching.
- Not all pupils feel able or are able to take on responsibilities at the school. As a result, some pupils do not become fully engaged in the life of the school community. Leaders should review the opportunities for pupils to contribute to school life and learn about responsibility.

Overall effectiveness: Good

- OFSTED September 2022 - Good.
- Crays Hill Primary is well-led 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
- 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.

Who are meeting at least expected standard	End of academic year 2022-2023	Targets for 2023-2024
EYFS GLD	30 % (6/20)	25% (3/12)
Phonics at Year 1	46% (7)	50% (10)
Phonics at Year 2 (all who passed from when in Year 1 and 2)	42% (5)	92% (13)
Key Stage 1		
Key Stage 1 Reading	25% (3)	57% (8)
Key Stage 1 Writing	0%	43% (6)
Key Stage 1 Mathematics	17% (2)	36% (5)
Key Stage 1 Science	42% (5)	36% (5)
Key Stage 1 Combined reading, writing and maths	0%	36 % (5)
Key Stage 2		
Key Stage 2 Reading	%	45% (5)
Key Stage 2 Writing TA	%	45% (5)
Key Stage 2 GPS	%	45% (5)
Key Stage 2 Mathematics	%	45% (5)
Key Stage 2 Science TA	0%	45% (5)
Key Stage 2 Combined reading, writing and maths	%	36% (4)

- Our data demonstrates that 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 child to ensure provision is appropriate and progress is good.

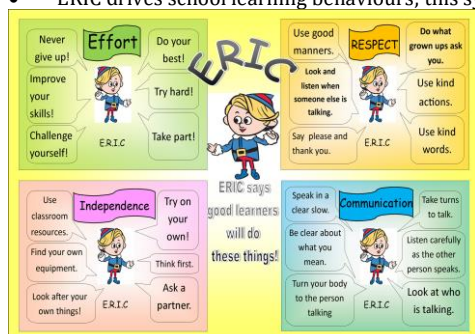
Quality of education – Good

- 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.
- 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. In all other subjects, pupils are in age appropriate classes.
- LSAs are skilled in providing intervention strategies as needed, regularly evaluating their effectiveness and adapting them as necessary.
- Children's work demonstrates that they respond well to verbal feedback, marking and peer and self-assessment, enhancing their progress.
- 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 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.
- Children understand the purpose of each lesson and can discuss what they are learning.
- 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.
- When questioned, pupils, parents and carers all state that the quality of teaching is good and pupils learn well (parent/pupil survey)
- While our curriculum is NC based and takes account of the particular interests and needs of our unique group of pupils, it is very carefully organised in small steps to facilitate the needs of Travellers. The curriculum builds skills from Foundation Stage through to Y6.
- Given the erratic attendance of many pupils, we, of necessity, specialise in teaching English and mathematics, but not to the exclusion of any of the other subjects of the NC. Teachers' lesson plans are structured to deliver the detailed subject plans from Reception to Y6. Teachers and subject leaders carefully track the delivery of every subject to every class / pupil, so that on an individual or class basis gaps are constantly and quickly identified and filled.

- Just as most members of the wider community have little understanding of the Traveller community, so those in the Traveller community are often isolated from main-stream life. The school plays an important role through its curriculum, visits and visitors in broadening our pupils' knowledge and understanding of the wider world. 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, Church ministry, library service, fire service and health service. These visitors all work in partnership with the school to plan the sessions to be delivered.
- As a school our priority is to meet pupils' academic needs. Equally important is their social, emotional and mental health needs. These are met through a carefully planned PSHE curriculum, RSE curriculum, assemblies, pupil voice and our 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 chronological 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.
- At Crays Hill we place high value on physical education and keeping children active. This is of particular importance to help pupil maintain their focus throughout the school day. Children receive two one-hour sessions a week. We have lunch time clubs that are provided by staff and specialist sport coaches. Through our curriculum we tailor sessions to our children's needs and provide access to a broad range of resources and sports. Children attend various trust competitions and activity days including swimming galas, orienteering, football and netball tournaments. Other outside agencies provide a broad range of sports for our children to take part in. These have included forest school, boxercise, archery, fencing and Ninja Warrior days. The profile of PE is continually being raised through a variety of workshops, visits, themed weeks and assemblies to ensure children are engaged in physical activity.
- Working closely with the Essex Maths Hub, the maths leader has been assisting staff in developing the mastery approach to mathematics across the school, leading pupils to acquire a deep, long-term, secure and adaptable understanding of the subject. We use the NCETM (National Centre for the Excellence in the Teaching of Mathematics) Prioritisation documents across all maths groups in KS1 and KS2. We are continuing to use the White Rose Maths Scheme, which also follows a mastery approach to supplement this. This approach engages pupils in small step learning outcomes. Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. Pupils are taught through interactive teaching. The introduction and continued revision of stem sentences in each lesson enhances children's knowledge of mathematical vocabulary resulting in them using mathematical vocabulary correctly and confidently. Time is spent in each maths lesson learning and consolidating age expected times tables facts. These key facts are learnt to automaticity, in order to enable pupils to focus on new concepts.
- Most recently we have also begun to incorporate physical activity within maths and literacy sessions. The sessions are provided at least once a week and allow children to link their academic and physical skills while helping brain function and concentration.
- Computing is taught through the platform Purple Mash. This contains a wide range of programs that support the teaching of computing as well as providing pupils with the experience of using the correct software. Teachers skilfully adapt plans and teach topics related to the curriculum. Every computing lesson has an e-safety element incorporated.
- Pupils with special educational needs and those whose attendance is erratic make equally good progress (from their own starting points), to other pupils in the time they are in school. Learning Support Assistants use their considerable skills and similar procedures to constantly evaluate the learning by pupils with SEND, and to help teachers to address gaps in learning. The SENCO and subject leaders all support and steer LSAs in this regard.

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.
- Pupils feel safe. The school ethos results in pupils having high expectations of themselves and each other's behaviour. Ofsted and the Trust both agree that safeguarding and behaviour are effective in their recent visits.
- 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.



- 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 their views through questionnaires and any 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 at dealing with it. Children feel safe in school.
- Pupils enthusiastically participate in sports and other physical activities provided by our specialists in partnership with class teachers. Pupils enjoy representing their school in Trust events. The school currently has a sports coach providing lunchtime activities four times 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.
- Behaviour was deemed good by pupils in our pupil perceptions. A Trust visit reports highlight how well the pupils know the school systems for behaviour and how teachers consistently deal with situations when they arise.

- Parent perception surveys all strongly agree or agree with all behaviour questions. Parents are supportive of the school's resolution of any behaviour issues that arise.
- There were no racist incidents last year.
- Attendance – see Introduction.

Exclusions	Autumn Term	Spring Term	Summer Term	End of Year Total	Previous Year Total
	2022-2023	2022-2023	2022-2023	2022-2023	2021-2022
Permanent	0	0	0	0	0
Fixed Term	4	14	13	13	3

Group	Autumn Half Term	Spring Half	Summer Term	End of Year Total	Previous Year Total
	2022-2023	2022-2023	2022-2023	2022-2023	2021-2022
ALL (School age)	63%	65%	59%	65%	58.6%
Girls	73%	74%	60%	69%	60.3%
Boys	54%	63%	56%	60%	57.2%
PPG	61%	68%	56%	64%	58.6%
SEND	55%	67%	55%	58%	60%
Ethnic (Non-English)					
Traveller and Gypsy*	61	67%	58%	65%	58.8%
Nursery	-				
Reception	73%	72%	50%	66%	52.7%
Year 1	62%	68%	53%	63%	66.1%
Year 2	68%	70%	71%	70%	68.4%
Year 3	64%	75%	57%	65%	55.6%
Year 4	64%	75%	59%	63%	72.4%
Year 5	68%	69%	71%	67%	40.4%
Year 6	42%	50%	54%	59%	58.1%

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. Regrettably the Traveller community rarely if ever continue to secondary school and education post 11.
- 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 scarf resources. Use is made of outside expertise to support this work with families. As a result pupils have a good regard for safe practices.
- After many years of the school being isolated by the local community, there has been considerable success in breaking down the barriers, benefiting pupils' personal development. A number of local people including a Parish Councillor have attended a range of school events such as assemblies and concerts, and have themselves contributed to the curriculum through activities such as 'then and now'.
- 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. Through the work of teachers and visitors, pupils learn of the dangers of fire, roads and electricity. Pupils conduct themselves well during fire drills. E-safety is constantly taught during each year. E-safety is also taught in PSHE, assemblies and throughout e-safety week which occurs in February every year.
- The school employs 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.
- Behaviour issues when they arise are, consistently and effectively addressed, following the schools agreed procedures.
- The school staff have been trained in the Essex Steps program, and are currently part of Trauma Perceptive Practise training and the behaviour policy adapted accordingly. Through inset and twilights this training is being delivered to all school staff.
- The school has an effective procedure (CPOMS) for recording and following up all incidents and all forms of bullying. All staff have received training and have access to this.
- 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 from the National Colleges, 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.
- The school makes good provision for pupils with special needs, and most SEND pupils make similarly good progress to all other pupils.

How we prepare our pupils well for the next phase of their learning.

- Children in KS2 are given a number of interventions in order to fill gaps in learning ready for their next phase of learning. These include Maths, reading and writing. Pupils also have the opportunities to learn core life skills which incorporate their maths and literacy skills and those that are needed for future job roles and adult life. An example of this was recently seen with a group of Year 6 boys. Through their maths sessions they were given a project based on their future job of block paving. Their project aim was to plan, assess and give a quote for a customer to pave a drive way. During this project they needed to problem solve and identify the steps and skills needed to complete their project.
- Pupils also take part in swimming lessons each summer term and have access to a wide range of workshops delivered by outside agencies including E-safety, mental health, crucial crew and road safety.
- Our highly skilled and experienced PSHE lead ensures that the wide range of knowledge and skills taught is learned well by our pupils, making a significant contribution to their personal development and their growing maturity and confidence.

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, governors and the Trust. She is very focused on the single most important factor in promoting pupil progress, the quality of teaching.
- 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. Characteristically, despite their 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. (Pupil books and attendance 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 reports). Recently the Trust has bought into the 'Employee Assistance Program', thus making a range of specific expertise available to our staff. As a school we are actively seeking ways of trying to reduce teacher workload through consistent PPA, 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.
- We regularly invite parents, pupils and staff to complete perception surveys. These demonstrate parent and pupil considerable satisfaction with the school. The overwhelming majority of parents are very supportive, often only limited by their own inability to read and write. Exemplifying a change in parental involvement was the almost 100% attendance rate at a recent Musical Assembly and at Sports Day.
- Since May 2018 we are part of the Berlesduna Academy Trust, which provides a range of high value support and training for all staff.
- We have a commitment to staff training. All 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.
- Safeguarding is effective and safeguarding TRAINING 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 life skills in the curriculum.
- 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 is a fully accredited SENCo.
- 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 Travellers / non-Traveller.
- Because of their level of deprivation, almost all pupils receive Pupil Premium (88% September 2023) 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 provides specialist sports experience days 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. The sharing of cultural capital across the school is therefore particularly important and is a constant focus.
- 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.
- The support from within the academy has supported 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.
- Governors were acknowledged by Ofsted to be highly effective and knowledgeable about the school and its context.

Early Years Foundation Stage – Good

- Only rarely has a child join our EYFS who has had any pre-school experience. Our current Reception is an exception, with three of the twelve children having had some time in a nursery. 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.
- Because of transient attendance we have become expert in providing for increasing numbers of late starting children 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 with a high level of detail, and parents view in school.
- 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). Very good transition arrangements have been developed by the school and the feeder nurseries working together.
- 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.
- The school provides a broad and balanced Early Years curriculum that meets the needs of the pupils well and seamlessly links with our KS1 curriculum. The quality of provision ensures that progress is made from below expected starting points on entry to school
- 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 classroom / consultation 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 provision addressing newly arrived children's starting points. Half-termly monitoring of learning journeys tracks children's progress and coverage of areas of learning over time.
- Outcomes for the foundation stage have improved year on year and in 2022/3 were positive.
- 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 classroom, a reading area has been created for independent use by children and for adults to model reading.