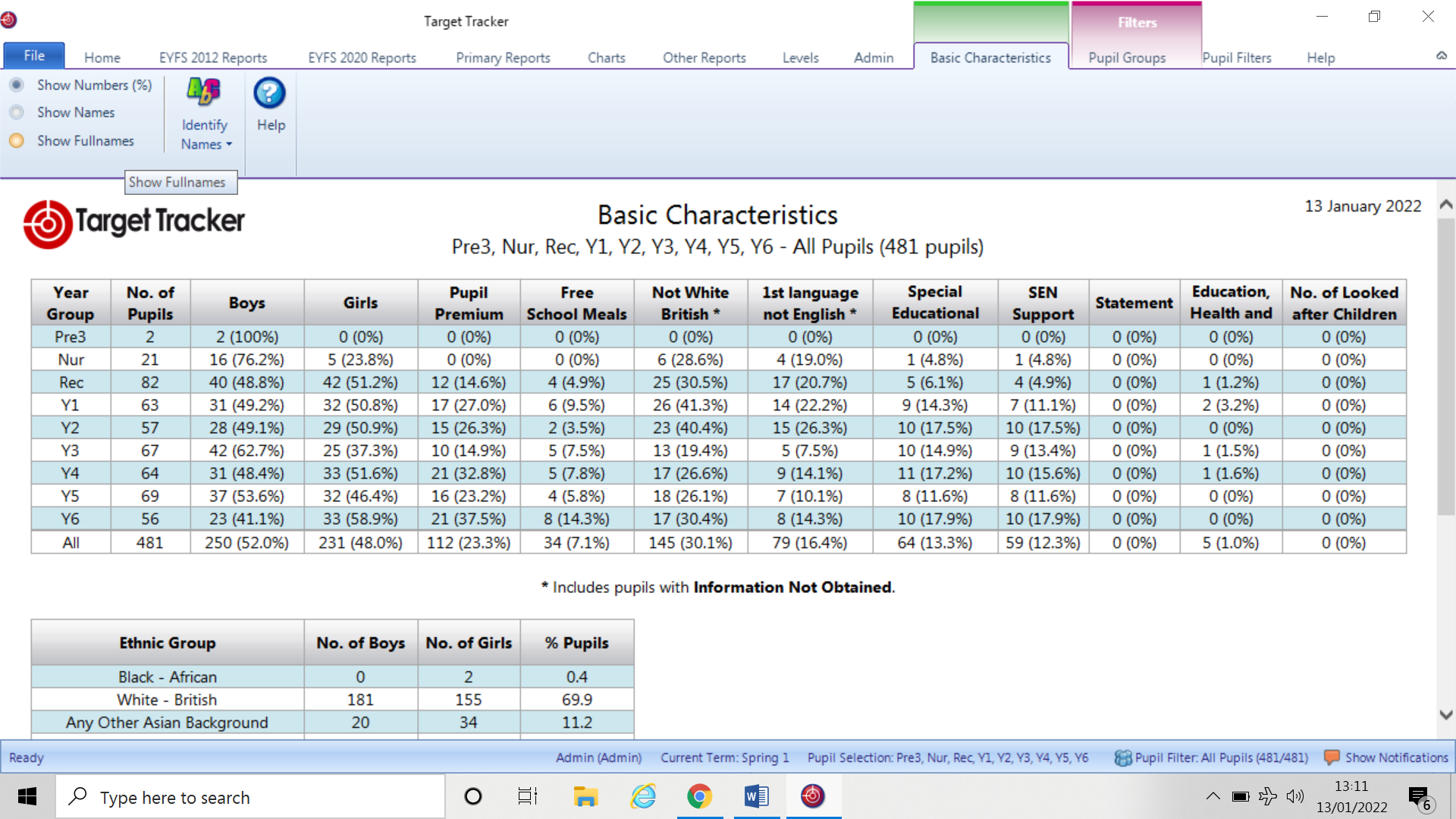
**College Town Primary school self-evaluation January 2022**



2019 and 2020 data demonstrated the outcomes for end of KS2 had been steadily improving since the school amalgamated in September 2018.

Attainment in 2019 for end of KS2 was 103.4 which was in line with national, progress required further improvement. However in 2020 our results improved further and both attainment (106.9) and value added at +1 bringing both in line with the national average.

The 2020 KS2 SATS, although not validated due to C19, indicated that the work invested in developing quality first teaching was beginning to have a positive impact. The school had put in specific tailored support to Year 6 pupils of all abilities to help raise standards of attainment in reading, writing and maths. This included half term learning groups and after and before school sessions too.

The FFT data of 82% at ARE combined (reading, writing and maths) placed the school above the national average. The impact from C19 had been counter balanced throughout the previous 18 months prior to lockdown with high quality teaching and learning. In addition the school saw Year 6 return swiftly in the summer term of 2020 and teaching and learning was swiftly back up and running ensuring that the loss in learning was minimised. These measures were instrumental in securing expected outcomes and transitioning pupils who were secondary ready.

In 2020-2021 the school’s KS2 data remained in line with national for reading and maths, but it was writing where a sharp decrease was seen throughout the school. During the national lockdown it was writing which was the most challenging to assess and develop remotely for all children. Therefore as a school it was this area where we saw the most significant decline in pupil attainment. This then impacted on the combined score and GLD resulting in our data falling below the national average. However, while the decline in writing was concerning we still saw an increase from 2019 and therefore feel assured that teaching has improved significantly throughout the school and this has ensured that despite the challenges pupils have the best opportunity to catch up. As a school we are also confident that our data is accurate with the same robust systems used to moderate writing. Nationally the data for combined at KS1 & KS2 has not seen any significant decline despite several lockdowns with the vast majority of schools identifying significant losses in learning for their pupils. It is therefore somewhat surprising that this is the case.

Data for disadvantaged pupils demonstrates that in 2019 there was little gap in progress between FSM and Not FSM. However it is apparent that over the 2 year period since C19 this particular group of pupils has seen a further widening of the gap. Supporting our disadvantaged pupils throughout the lockdown proved more challenging due to engagement despite the school rapidly supplying the necessary resources to support them e.g. CPG books, laptops online 1-1 teaching sessions. These pupils were provided with additional and different communication and support structures throughout in an attempt to support the children’s progress and engagement in their learning. Children at risk of significant harm (open CP cases) were visited in person at least weekly, but in some cases daily by the headteacher with meals also being delivered daily for the entire family.

**Context**

• The school is a large 3 form entry primary which amalgamated in September 2018, as mentioned earlier.

• The school serves 16% of pupils with English as an additional language

• 15% of our pupils are identified as SEND and within this figure only 2% of pupils receive greater support through their EHCP. This does not accurately reflect the current level of need within the school due to the delay and bureaucracy in getting pupils assessed and supported by the LA. This was a previous concern, but has become further weakened by C19 and has seen the school needing to radically restructure the ways of working to support SEND pupils with high needs. There are currently 8 pupil waiting assessment of their needs demonstrating that the complexity of need within the 15% is not truly evident from the EHCP data alone.

**School SEND Profile**

The school has a register of targeted special educational provision and additional needs in the school. 12% of all children on roll are included on this register. This is broken down as follows:

• Cognition and Learning: 40% (down 23% from last year)

• Communication and Interaction: 21% (up 6 % from last year)

• Social, Emotional, Mental Health: 32% (up 16% from last year)

• Physical Development: 7% (up 1% from last year)

• The area of need for the pupils being assessed is predominately ASD with the next area being cognition and learning.

• The school has a varied ethnic make-up with over 30% of pupils from other ethnic backgrounds other than white British.

• The majority (12%) are service children of Ghurkha’s attached to the RMA although over recent years we are seeing an increase in Nepalese families also settling within the local community too.

• The military/ RMA connection does increase the school’s mobility as service personnel rarely stay beyond their 2 year placement and this creates significant mobility year-on-year. Children of service families who start with us in Reception leave just prior or after starting KS2 and throughout each year we see pupils regularly come and go from all year groups. By the end of KS2 our stable pupils make up approximately 25 – 35% of the cohort. The school currently has 23% of children from service families. Such mobility demands that the school rapidly assess and identifies any gaps in learning for any new arrival. There are robust systems in place to ensure that every child is assessed to enable teachers to accurately plan and teach from an appropriate starting point. Further information is available with the school’s Mobility Policy.

• Our deprivation figures are some of the lowest nationally with the school having very few pupils in receipt of FSM. This does mean that each pupil can be worth 100% in some year groups and therefore the gap between FSM and Not FSM can look either particularly good or particularly poor. However, as a school we regularly and routinely discuss and monitor pupils in receipt of FSM to have a live commentary within SLT to ensure that as a school we have a full understanding of any potential barriers a pupil may have.

• The school has robust systems to track attendance and our persistent absences are regularly reviewed and action plan develop in partnership with the EWO. Currently the school has 2% persistent absence with an overall attendance figure of 93.7%. However, when C19 related absence is removed the school has an attendance figure of 95.4% which is in line with pre Covid statistics. This year EYFS has seen a Chicken pox outbreak and low immunity for our younger children has increased possibly due to their lack of socialising over the previous 18 months.

• The school rarely needs to exclude pupils and there have been no exclusions, fixed or permanent, since 2019. Behaviour in our school is excellent with pupils demonstrating high levels of respect to all.

**Progress against previous inspection**

Since CTPS last inspection the school has gone through an enormous change in terms of age range, size and staffing structure.

In January 2018 I was asked by the LA to act as Executive Headteacher of the former junior school due to the poor outcomes since 2015. It was immediately apparent that considerable work was required in all areas as to secure safeguarding, quality of teaching/ education and leadership as all were extremely poor. Indeed a safeguarding audit was requested by the February half term as it became evident that systems and processes were not adequate.

The school had insufficient teachers with many classes covered by inadequate long term supply staff or unqualified staff for significant periods of time. This created poor learning attitudes and behaviour with low level disruption evident across all year groups. There was a complete lack of planning or resources to support the national curriculum with some subject areas not being taught at all. Pupil development and behaviour was not a priority and this coupled with the poor quality of teaching and curriculum content led to pupils being disengaged academically. For pupils in Year 6 this was particularly evident as they did not have necessary skills and knowledge to successfully transition to secondary for those pupils in Year 6.

In addition the school budget and financial systems and processes were also weak with the school business manager unable to provide basic financial information. Within weeks the school business manager went off sick and did not return at any point. During this period, my then infant school business manager, worked across both schools in an attempt to address these inadequacies.

The ethos and culture within the school was not one which supported either staff or children to be their best. Consequently there was a lack of high expectations for all, both adults and children. During the two terms as the Executive Head I was required, as part of the amalgamation, to create and propose the new staffing structure to ensure that the new primary could swiftly improve the quality of education for the pupils of College Town. The proposed structure was agreed and this paved the way forward. Over the summer break extensive redecoration and building work was undertaken too. In September 2018 the school reopened as an all-through primary. There was still considerable work required in many areas, but the stage was now ready and we opened fully staffed with newly created senior leadership team and qualified teachers in every classroom.

Therefore the progress measures set out within the Ofsted report of 2016 are no longer entirely relevant. However, in many ways the school has made huge advances in securing a consistently good level of education for all of our pupils. The relatively new primary school has a remarkably strong and committed staff ready to adapt and respond to the ever changing landscape. This has ensured that during the most challenging of times the school has continued to deliver high quality learning, excellent communication and an unwavering focus on the whole child’s well-being. The school has been highly commended by our parents throughout and they remain as supportive and strong partners.

This change has seen our school need to consider how best to implement greater consistency across the primary age range in relation to reading, writing & mathematics. It was evident that what had been successful in an infant school was not adequate for KS2 and therefore White Rose maths along with Bob Cox high quality texts have been used in developing an all thorough core curriculum which is based on high expectations and underpinned by the National curriculum.

Guided reading has been instrumental in developing reading within KS2 as prior to the amalgamation KS2 reading had not been a feature within the curriculum. Likewise maths and writing had little structure and the thread of progression was lacking across Year 3 – Year 6. This required considerable resourcing at a cost of over £30,000 to ensure books to encourage and develop reading across KS2. This cost, along with newly created leadership posts which were designed specifically to address and develop underperforming areas have required considerable financial input.

The leadership posts have been instrumental in supporting new and existing staff to deliver quality first teaching. Furthermore to improve and develop pedagogy a leading teaching position was also constructed. This has ensured that all NQTs, ECTs and teachers generally are well supported with ongoing and personalised development programs in place. Considering the lack of training offered throughout C19 it has been this element of our school’s provision which has enabled inexperienced trainee teachers to blossom, and develop into good practitioners.

**Areas to improve – taken from Ofsted report 2016: 2016 – Strengthen the quality of teaching so that pupil outcomes in writing & maths in KS1 are outstanding by ensuring that teachers make the best use of time & information from more effective checks on pupil learning to maximise progress**

**Extending teachers understanding of the progression of skills and knowledge from reception – Year 1**

**Progress – as an infant school**

**The school remained as an infant school until Sept 2018. Outcomes for pupils were improved in maths and writing. Since amalgamation the new primary school has continued to focus on these prime areas and progress has been evident especially in maths.**

**Teachers in Reception and Year 1 now work together to consider planning across both phases and there are greater transition opportunities.**

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| **School improvement priorities – as outlined within SDP**  Quality of education ***– identifying learning gaps and plan accordingly to ensure coverage of skills & knowledge is fully addressed for all POS within the NC– support new staff to ensure consistent and good early reading / phonic teaching EYFS & Year 1 writing opportunities promoted across the curriculum with the skills of writing being explicitly modelled***  Behaviour and attitudes – **Reinstate phase reward assemblies across the school, enable greater pupil voice – digital leaders/ School Council**  Personal development – **Provide opportunities for greater social interaction within year groups to reconnect the children’s social network, reinstate sporting and other activities,**  Leadership and management - ***supporting inexperienced teachers in further developing their skills to enable them to provide QFT following the reduction in their university programme – support teachers to readjust to the high expectations demanded within the school post C19- review curriculum and align with identified gaps/ skills in POS across key stages (subject leaders) To develop newly appointed staff 50% teachers and 50% of teaching assistants were recruited within the last 2 years which has required a particular focus to ensure that staff are capable and are fully able to support the ethos and high expectations demanded by the school***  Quality of education in early years – **To further develop phonics to promote early reading skills** – ***to*** ***further developing and re-establish an enabling environment inside & out – To promote language across the curriculum, but with a particular emphasis on mathematical talk- To plan effectively to promote rich and meaningful learning experiences which fully engage children in their learning***-  Overall effectiveness To ensure that despite the impact from C19 our school continues to be highly effective in providing a high quality education for all pupils. Training and support continues to be the driving force to ensure QFT is the key to pupil success. |

**QUALITY OF EDUCATION = GOOD**

We firmly believe that without excellent teacher pupil relationships learning potential for the child will be compromised. Therefore we insist that relationships are outstanding so that we are able to provide the ultimate arena where trust and high expectations underpin each class and support the best outcomes for every child.

The curriculum has been under construction since 2018 when the school first amalgamated due to the complete lack of content and progression for KS2. During the restructure leadership roles were specifically created to ensure that the new school had the expertise to support, plan and deliver a broad and balanced curriculum across the primary phase. This structure provided senior roles to drive forward the quality teaching, quality curriculum construction and the key core posts to develop maths and English. This structure enabled the school to rapidly grow and deliver a progressive primary curriculum, enabling the two schools to become one, where the quality of education was consistent and good across all classes.

Leaders have worked consistently together and with staff teams, to create curriculum overviews for skills and knowledge, but also overviews to identify cultural capital opportunities to further enable our pupils to succeed in life and to extend experiences sometimes beyond their own lives. During the first lockdown the time was used productively to re-evaluate and further improve the first curriculum overviews. Subject leaders were able to spend time researching and developing their area of expertise so that as a school we were confident that the necessary skills and knowledge are taught within each year group, building on their prior knowledge and understanding. Cross curricular books were matched with the topics to provide reading across the curriculum, not merely during guided reading.

Subject leadership has been developed and the school has placed subjects with teachers who possess the necessary skills and knowledge themselves to support the other staff. Subject leaders are passionate about their role and consequently they enjoy developing their area and routinely support and monitor planning for coverage and progression. Their own skills have enabled the planning to really consider pupil engagement.

Science, computing, history, geography, art, DT and PE have rapidly developed and these subject areas provide a wealth of opportunities for our pupils to immerse themselves as scientists or historians providing them with the understanding of how their learning is relevant within the real world helping them to understand how their learning will be of use in their future education and later career choices. Trips, visitors and other secondary sources are planned into our curriculum to ensure that the children are able to experience and fully involve themselves with the subject matter.

The school purchases the local authority service level agreement for PE and this provides a wide range of fully inclusive sporting opportunities. There are opportunities for the children to regularly compete outside of school and this takes place throughout the whole year as well as coaches visiting the school each term to provide expert delivery of certain sports such as tennis. In addition the school has its own experts and staff with the skills and ability are released to team teach and support other staff gain the necessary skills for some areas such as hockey and rugby.

There is a strong emphasis on personal fitness and each playground has fitness equipment available at all breaks and this is used consistently by the vast majority of pupils. The school has regularly used the local Bracknell swimming pool for statutory swimming although during C19 this has been severely compromised. To ensure that our pupils receive swimming this year we are intending to have a pool erected on our site. This will allow the school to provide swimming for all year groups from Year 4. The school is also using unused sports premium funding from lockdown to construct a £100,000 covered sports court allowing outside PE regardless of the weather. The construction for this is starting in July 2022.

Curriculum overviews are regularly reviewed according to the needs and make-up of each cohort. Since March 2020 leaders actions have demonstrated the school’s ability to make necessary amendments to the curriculum and each year since leaders have regularly updated and identified gaps within both core and foundation subjects. Consequently, the school is confident that our curriculum remains broad, balanced and ambitious. All subject leaders have acted swiftly to identify gaps within each National Curriculum Programme of Study and amendments to future long & medium term plans have been made, to ensure coverage is repeated where there had been lost learning due to closure.

The school recognises the importance of wider opportunities for children and despite considerable constraints, many of these have remained in place throughout 2019 - 2021. This has enabled children to keep motivated and healthy, with daily fitness sessions, Olympic Club, Forest schools, Eco Warriors and animal care sessions. Moving into 2021 – 2022 we have continued to widen opportunities and have fully implemented all previous curriculum opportunities such as Digital Leaders and school Council, with visitors returning to our school for other opportunities such as play therapy and Dory the reading dog. Pre and posts school clubs further support the children’s interests with clubs running throughout the week all of which are well attended. Providers are not required to pay a rent fee, but in return they provide an access place each half term for a vulnerable pupil.

In 2018 under the primary amalgamation, the school recruited a lead practitioner of teaching and learning to enable consistent and capable practice within every class. The post is non class based and was specifically created to proactively recognise and respond to the individual needs within the staff, allowing for tailored support to be given. Equally, it also enabled an overview of whole school teaching to be gained quickly and a training program constructed to support current need. The school has been proactive in supporting teachers since 2018 to continually develop as a professional body and the school draws on the 1265 directed hours to direct tasks and activities which further support teachers’ knowledge and understanding. Teaching across the school is mostly good and where development is required leaders quickly identify, support and challenge staff to improve. Each half term staff have directed time to address their development needs ably supported by leaders across the school and overseen by the senior leadership team.

Teachers were well supported throughout both lockdowns with time being used highly effectively to consider whole staff and individual training and curriculum needs. The school supported NQTs throughout lockdowns with weekly meetings and training packages ensuring that quality first teaching remained high on the agenda. NQTs have commented how well supported they felt and it was evident on their return that they were able to confidently pick up the reins once more.

The leaders within the school have put in place a comprehensive training program to ensure that all staff both new and existing are fully aware and trained on the expectations and criteria for quality first teaching. Since September 2021 the school has particularly focused on Teacher standards 3 4 5 & 6. The Teaching & Learning lead has worked closely with the other core curriculum leads to monitor and evaluate the quality of their performance in supporting standards across the school. This has provided staff with the effective support and expertise required to drive standards forward.

Leaders provide effective support to ensure that all teachers have the required expertise to deliver a curriculum which meets the needs of the range of learners within the school. A whole school assessment focus, has ensured that staff systematically provide feedback and adapt lessons in the light of children’s understanding. Continuing professional development and whole school agreement about what good teaching looks like at College Town, has ensured that teachers are clear and confident about how to differentiate their lessons.

Formative assessment underpins quality first teaching and all teachers recognise the importance of ongoing and immediate feedback and the necessity to adjust teaching to support misconceptions, but also to move children on when it is apparent that they are confident in applying their skills and knowledge. The school has continued to focus on formative assessment despite C19. This whole school focus proved highly valuable as we began to support our pupils remotely in 2020 and 2021 as there was and continues to be a real emphasis on knowing barriers and next steps to promote best outcomes.

Summative assessment further supports our assessment processes and is undertaken to track pupil progress across the school. As a school we assess termly in foundation subjects and half termly for core subjects. This has enabled the school to rapidly identify gaps over the last 2 years quickly and plan accordingly for pupils to experience a teaching program that will enable them to develop secure foundations upon which to build.

Both the maths and English leaders continually monitor planning and assessment to ensure that provision and planning secures the best learning platform for all year groups. SLT are involved in all core data assessments to enable staffing to be considered and budgetary considerations are taken to ensure that as a school we work towards ensuring that all children achieve their potential and make expected progress as a minimum requirement.

Children with EHCPs have also tailored learning plans which are specific to their outcomes and targets within their EHCP and the Assistant Head of Inclusion has monitored the planning into practice to ensure that these children benefit from a broad and balanced curriculum which matches their individual needs. Where this is not the case, leaders work with staff to ensure that they are able to plan to meet the individual child’s needs and to identify areas which need to be a priority for those pupils. The Assistant Head of Inclusion has been supporting teachers in Key Stage 1 with ensuring their planning is suitably adapted to meet the needs of the EHCP children within their classes.

The leadership team believe that early identification is key and support the Early Years Team, in identifying and planning for children with SEND. The leadership team worked with the Early Years Team to complete the baseline assessments which in enabled the leaders to work with EYFS in supporting the children arriving in Reception.

From this, the Assistant Head of Inclusion has also developed some training for all Early Years staff around Speech and Language and how to support children with communication difficulties, this has included the use of ELKLAN modules and the use of PECS. There is also a need for training in Makaton which will be undertaken in the Spring and Summer Terms. Teachers have also had sessions on differentiation to support them in thinking about the needs of the pupils in their class, this includes EAL pupils as well as SEND pupils. Training for staff is also a focus and CPD for staff in understanding ADHD will be implemented-firstly for teachers and teaching assistants working with children who have ADHD and then across the school. The educational psychology service also work in partnership with ongoing training needs being identified and delivered in partnership to support outcomes for all children, but more specifically for those with identified needs.

Since the amalgamation provision has been adapted to meet the wide range of learners needs. There has been the creation of an additional learning space (the learning hub) which evolved over the years to support the children. The learning Hub has been used for the following:

* One to one learning environment
* Alternative provision room
* Intervention space for Years 3 and 4 for maths and English.

The Assistant Head of Inclusion has overseen the provision for each of these and monitored the effectiveness of each and adapted to suit the needs of the children until they are either able to access appropriate alternative provision or access the learning within their own year group and/or class. In addition to this space, SLT have created an additional alternative provision resource due to an increase in the numbers of children with SEND in Reception and a high needs pupil arriving from Year 1. This resource is adapted and timetabled to meet the specific needs of the children accessing the resource and has a ratio of 2:4.

The Assistant Head of Inclusion oversees the monitoring of provision of all children on the SEN register, this is done through monitoring of IEPs, PSPs and provision maps each term. Working alongside teachers and teaching assistants to improve practice and provision for those children and to develop and support delivery of interventions to enable children to meet their targets. The Assistant Head of Inclusion has developed and refined how teachers plan for the needs of the children in their classes by introducing provision maps where children may need some adaptations/additional resources to access the learning and curriculum but without the need for intervention. This has seen teachers begin to develop a real understanding of the needs of the individual pupils within their class and to think about the additional and different provision they provide to enable them to make progress from their starting point.

The outcomes for pupils in EYFS in 2021 demonstrated that the school continues to provide a robust early education with our school achieving 2.1 as an average compared to 1.9 nationally. Once again it was writing which was an area which reduced our overall score when comparing to the national profile and this saw our GLD drop from usually being above the national to below for the first time in 2021. However during lockdown teaching writing to Reception pupils proved an incredibly difficult task and it was not until they resumed their face-to-face learning in the summer term when more appropriate writing opportunities could be incorporated into the curriculum. In 2020 when the children had been in school for a more continuous period GLD remained above the national average. This year Reception are making good progress in all areas and despite higher than average SEND ( 15%) and EAL (30%) within the setting we expect to exceed the national average so long as we remain in school.

To further support effective transition for pupils the nursery teacher has had experience in both Reception and Year 1. This has allowed her to fully understand the progression required from nursery to ensure that pupils are Reception and Year 1 ready.

Phonics results this Autumn 2021 for year 2 were 82% this was in line with the school’s predictions and demonstrated pupils had made sufficient progress throughout 2020-1 to support their wider literacy development despite the considerable ongoing interruptions to their early educational experience.

**BEHAVIOUR & ATTITUDES = OUTSTANDING**

All adults actively support and build positive relationships with pupils. Staff model respect and courtesy to all and consequently every child understands the high expectations and standards expected by all. These standards and expectations are the fabric of the school and this provides a secure basis for all children to feel safe and ready to challenge themselves in their learning. Relationships between teachers and their pupils are a strength with teachers fully connected to the lives of their pupils not merely their learning profile. Time is taken to listen and celebrate the pupil’s outside achievements with the school encouraging children to share their success for all to see. This adds a further dimension and provides some pupils with a sense of fulfilment that they perhaps do not easily gain from their academia success. Consequently pupils have developed respect for themselves and others and display exemplary behaviour. A recent survey of pupils found that 98.8% of children felt safe and that their teachers supported them in being the best that they can be.

The school continually monitors and promote good attendance and punctuality. Pre COVID a weekly assembly celebrated the class with the highest attendance (KS1) where SAM (School Attendance Matters) the dog was awarded each week. Since C19 this assembly has not been in place although in the future we fully intend to reinstate this across EYFS and KS1. A half termly newsletter ‘Celebrating Success’ also includes a section on attendance and punctuality.

Attendance and Welfare Lead and Head meet half termly to discuss attendance however any unexplained or concerning dips in attendance are brought to the immediate attention of SLT. They are then dealt with at the point of concern in a considered and appropriate way. Individual circumstances of poor attenders are well known to the Attendance and Welfare Lead and continual efforts are made to build supportive relationships with the families where there are regular attendance issues.

While the school use Local Authority template letters for poor attendance, individual circumstances are continually looked at and additional support offered where appropriate. (for example - this could be in the form of offering alternative entrance via the school office if the usual lining up outside class causes anxiety or short term help with bringing a child to school. The school recognises that often poor attendance and punctuality can be a result of other issues both outside and inside school and cases of low attendance are addressed in a supportive, yet challenging manner.

Where a child is absent from school without explanation, an initial absence text message is sent to the parents asking them to contact the school. If no reason has been provided by 11am then the Attendance and Welfare Lead will telephone the family to ascertain a reason for absence. If contact cannot be made then the Attendance and Welfare Lead will use other contacts on the child’s records. If there is a safeguarding concern whereby the family cannot be reached then the Attendance and Welfare Lead and a member of SLT will visit the family home.

Any information related to attendance and punctuality such as parent contact, action taken by the school or letters sent is recorded on CPOMS.

The school has outstanding behaviour and attitudes and this is evidence through the high levels of respect that pupils demonstrate to each other and all those within the school. The school successfully fosters kindness and tolerance and consequently there are rarely any incidents of bullying. All concerns are recorded immediately and evaluated daily with any ongoing concerns discussed at safeguarding team meetings. Staff are genuinely caring and provide a safe and secure environment for all pupils to develop into confident and conscientious young people who are principled and know right from wrong. However, whenever any incident occurs where a child has been upset the incident is dealt with by the school and where necessary parents of all children involved are informed and the situation is regularly and routinely monitored by the lead for pupil wellbeing and pastoral support.

This position enables the school to effectively deal with and support pupils to effectively manage their emotions and relationships. The school has funded specialist support in extreme cases where racism and prevent referrals were made endangering a pupil from being excluded. ‘The impact of such personalised support has enabled an incredibly vulnerable pupil to develop greater levels of tolerance as well as securing a positive educational experience All incidences are recorded on CPOMS and all members of SLT are routinely alerted to each incident. This ensures that any repeating or escalating patterns of behaviour can be dealt with promptly. Regular safeguarding meetings are held when part of the agenda is to highlight any such patterns and the impact of actions that have been taken. Staff are regularly reminded to challenge all inappropriate behaviours and there is a strong focus on avoiding the downplaying of behaviours. .

Learning behaviour is excellent within the vast majority of all classrooms with pupils eager and willing to take on the challenges presented to them by their teachers. The learning environment is calm and purposeful across the school with clear and consistent expectations of conduct within and beyond the classroom. The school motivates pupils through half termly whole school rewards which are highly valued by the pupils. Pre C19 parents also attended which provided a good platform to promote both school expectations, but also to celebrate pupil success. During C19 we have ensured that this critical link between home and school still exists and now parents receive photos of the child receiving their award. Surveys undertaken demonstrate parental support and the school has been overwhelmed by the support from our parents and carers.

Pupil Voice – The School Council has been re-established after Covid19 Lockdown. It is in its early stages but in a change from the traditional format of class representatives and to encourage greater participation by all pupils, topics are selected that support the PSHE curriculum.

Teachers lead a class discussions and report the main points to the Pastoral Lead. These are then discussed by a selected School Council consisting of children from our vulnerable or EAL cohort. Under the guidance of the Pastoral Lead, these children choose up to 6 priorities from across the school that they feel should be presented to the Head Teacher.

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**PERSONAL DEVELOPMENT = OUTSTANDING**

At CTPS we use the Jigsaw scheme of work from Reception all the way through to Year 6. This incorporates the new EYFS curriculum and ensures that all children's spiritual, moral, social, cultural development is incorporated through each unit of work and each lesson. It has supported the school in developing and consulting with parents on the sex and relationships teaching here at CTPS. At College Town School, we believe children should understand the facts about human reproduction before they leave primary school so this is underpinned through our Science curriculum. In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school’s teaching, we follow the guidance material in the national scheme of work for science. In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. In the Summer Term of Year 5 children are specifically taught Sex Education focusing on puberty, conception, birth and healthy relationships. By the end of Key Stage 2, we ensure that both boys and girls know how babies are made and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

At College Town Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. At College Town we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. As a result of this we do not explicitly teach about LGBT, we adopt an inclusive ethos and by using the Jigsaw Framework we incorporate a mix of boy/girl language as well as gender-neutral language to reflect diversity and individual choice.

Jigsaw has 6 themes, which are built on as the children progress through the school. Each lesson is introduced through an assembly and children are encouraged in weekly assemblies to reflect on the theme for that unit. Children are able to self-reflect and share in successes and challenges and offer peer support in how to achieve each goal. At the end of each lesson children are also able to self-evaluate their learning and to think about ways to further enhance their learning or what they may do differently. This provides opportunities for children to develop reflect on their feelings and the feelings of others helping to establish tolerance and an appreciation of diversity. During lockdown when parents were unable to attend in person the sex and relationships education lessons were shared remotely with a Q&A session to enable them to feel informed with regard to what their children would be learning.

The Jigsaw scheme of learning covers all the requirements of the government guidance around the statutory Relationships and Health Education. This is fully covered in the Relationships and Healthy Me unit, at College Town leaders have studied the suitability of the lessons for each year group and have adapted aspects of the lessons to meet the needs of the learners in each year group. As with the other units, each element is revisited in each year group and built on throughout the programme. The philosophy of Jigsaw starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others which feeds in into the school vision of 'Be the best you can be' and all children strive to achieve this.

​Leaders have identified across the curriculum opportunities for pupils to gain an understanding of both healthy lifestyles and healthy relationships, supported by our PSHE curriculum and the wider curriculum. The younger children learn about road safety, with the older children participating in the cycling proficiency award each year. These opportunities are crucial in preparing the children to keep themselves safe beyond the school gates. Equally the NSPCC PANTS (KS1) lessons are delivered to enable children to understand their right to privacy and to understand the difference between what is an acceptable area of touch and where is not.

As a school we are mindful and proactive in considering contextual safeguarding issues that may arise within our setting. Teachers accompany children at playtimes with senior staff also supporting playground behaviour throughout the day. Since C19 year groups have had different timings and this has been a benefit to the children as reduced numbers serve to provide a more relaxing and enjoyable playtime. This enables children to feel safe and any undesirable of inappropriate behaviour is quickly addressed. When there have been incidents of poor behaviour pupils are sometimes required to watch the CCTV so that they can reflect on their behaviour and this has proven to be useful in helping them to take responsibility for their actions. Leaders have also recognised that children in Years 5 and 6 need additional lessons to prepare for transitions such as financial literacy, secondary transition and Sex Education

Leaders monitor the effectiveness of planning and teaching of Jigsaw and will be completing an audit tool to ensure that the Jigsaw approach is fully embedded across the whole school.

There are events held throughout the year to encourage children to consider their future career aspirations. In support of this the school holds events such as a ‘what I want to be when I grow up day’ The children from EYFS to Year 6 take part in this by dressing up in their chosen work outfit and it provides a really great opportunity to discuss ways that the children can make their dream become a reality. It also reinforces the relationships between the teaching staff and the children and enables teachers to remind pupils how their learning will support their future dreams. The school also promotes outside achievements and celebrates these by displaying the children’s success and hobbies outside of the school.

The school has two trained ELSA assistants in both KS1 & KS2 along with more specified out sourced Play Therapy. In addition the school hosts Dog Therapy sessions for children who require such provision. The school also works alongside charities such as Daisy’s dream when supporting bereavement.

**LEADESHIP & MANAGEMENT = OUTSTANDING**

Leadership at College Town Primary is widely distributed, ensuring that our mission of being the best that we can be is driven by all. The school’s ethos demands that all staff lead by example and this sense of personal responsibility permeates throughout our school. As a school we have a strong and committed staff eager to do their very best in order to provide our pupils with the very best opportunities and environment in which to learn. The school’s emotional climate is a strength and is noticed by visitors and our families who regularly comment on the school’s welcoming and open manner. Such an ethos serves to promote professionalism, personal responsibility, enthusiasm and the necessary humour to stay focussed and enjoy the considerable challenges that a school day can bring to any member of staff. Relationships are strong with mutual trust and respect at the core.

The challenges of the last two years from C19 have seen the school manage adversity creatively and successfully. Each barrier served to make leaders think differently and appreciate that it would require a different way of working to maintain the school’s mission of being the best that we can be. Throughout the pandemic we worked exceptionally hard to maintain the emotional connection with our staff and families and this has paid dividends with our pupils returning after every disruption engaged, calm and ready to learn and staff who remain engaged and committed.

During the lockdowns families not only had access to a high standard of remote learning and personal support to promote learning, but also the school continued to celebrate the events of importance. Indeed the 75th anniversary of D-Day 2019 saw the school involve the key worker children in decorating the school and supporting the staff to make a Youtube video for our pupils and their families. Staff hand delivered over 500 D-Day medals to every pupil and the Headteacher continued to send every child a birthday card throughout. In the second lockdown every child was delivered a YoYo with new challenges being set for our pupils.

Parents enjoyed sending in pictures of their children throughout lockdowns and the feedback from parents was truly impressive, so much so that a book was created. As a school we were only able to support the children and their families in this way due to the exceptional ‘buy-in’ from staff to serve the pupils to the very best of their ability.

C19 measures have been managed effectively with the Governing Body being fully informed and aware of all recommendations, reviews and decision at national, local and school level. The guidance and support from the DFE, PHE & LA have all enabled decisions to be made more easily during critical times and this again enabled the leaders to be confident and calm in running the school along with managing our families’ expectations throughout. The school has had robust systems to minimise transmission rates while still undertaking the core purpose of a school. Children have managed the measures confidently and sensibly and parents have been very supportive of all measures taken, despite the disruption it has caused.

The Governing Body (GB) is well established and has the necessary expertise to challenge and support at both curriculum and financial level. The partnership is strong with succession planning currently being a key feature due to long term members preparing to step down in the next academic year. New governors engage with training from the LA and are supported by their mentors within the GB. The GB are well informed and receive all safeguarding updates and attendance data and other contextual data termly. The meetings between the head and Chair are regular and the pandemic only briefly halted this in March 2019, but by early May 2019 regular virtual meetings were reinstated and remain a key feature of effective communication. In addition the single central record is signed off each half term by the Chair and headteacher.

The GB are also supported by the school’s standards partner to perform the headteacher’s performance management and termly reviews held to track progress on targets. The GB has provided ongoing support throughout C19 and has undertaken monitoring conversations virtually lead by the SLT on remote learning, returning to school and the recovery curriculum, including use of catch up funding, CPD, staffing and staff /pupil well-being. These established communications ensure that the GB are well informed regarding the school’s priorities and areas of both strength and further development.

The school leaders are highly effective in ensuring safeguarding procedures are fully in place and that staff are trained prior to starting with our pupils. The safeguarding team is a strong feature within the school and enables school leaders to be proactive in supporting the wide variety of needs across the school. This close working relationship provides a safe environment for our pupils as individuals and their challenges are well known to all leaders who regularly and systematically check-in with and discuss any issues or concerns that may arise. The team ably supports less experienced staff throughout the school and provides a safety net and a forum where staff can raise their concerns in the knowledge that these will be dealt with swiftly.

Staff are regularly updated on changes or concerns arising in safeguarding and the Pastoral Lead within the school’s safeguarding team. Newsletters and information/ think pieces are regularly sent to staff, parents and children regarding current issues e.g. cyber bullying, contextual safeguarding and online gaming safety considerations. The school has invested in the Childnet’s Digital Leaders program and children from Years 4-6 are being trained as Digital Leaders. They will share their knowledge through assemblies, newsletters, and posters with their peers and act as peer leaders.

The school regularly undertakes risk assessments for the outside and inside environment with the site controller and Governing Body regularly complete safety checks. The school is well supported by the LA health and safety officer who validates the risk assessments and supports the school’s site controller. Teachers are also responsible for reporting any safety concerns that they might have within their classrooms and report any health and safety issues. Staff attend regular training to support their confidence and competence with regard to dealing with medical needs of children and where pupils have specific medical needs outside agencies are contacted immediately to support the school in developing and delivering an effective personal care plan.

Leaders ensure that in such circumstances there is capacity in meeting the needs of a pupil so that in the event of absence other staff are confident to step in and the child’s needs are easily managed. Throughout the high absence during C19 this strategy has been crucial. Where individual needs are required for a pupil the school works in partnership with other agencies to construct an appropriate plan. The school recognises the importance of first aid and paediatric training and we ensure that our ratios are always above the minimum requirement. The safeguarding governor is kept well informed through regular face to face meetings or more recently virtually by the school’s Pastoral Lead. Discussions enable the governing body to gain an informed picture of how the school protects pupils from child protection through to the ongoing risk assessments which provide a safe learning environment.

The school has invested in CCTV across all outside areas, internal corridors and KS2 classrooms. This provides both security of our actual premises as well as safety for staff and children throughout the day. Staff receive H&S training as well as safeguarding prior to starting to work with the pupils. Recruitment process are strengthened through senior staff members and governing body members having undertaken safer recruitment training and apply the knowledge gained during the recruitment phase to recruit with caution. There is a stable senior leadership team which is dedicated and determined to enable both pupils and staff to be their very best.

The SLT are mindful that CPD is critical in supporting teachers and support staff in being able to be the best that they can be. Each half term school priorities are addressed and scheduled in to the weekly planner to support the SDP providing a comprehensive program for all staff. Throughout 2021 – 2022 training has been virtual due to transmission risks across year groups. However, this has meant that individual areas have been addressed more specifically allowing training to be more individual and personalised. Standards and outcomes are reviewed continually with SLT working alongside teachers to discuss and build on practice to ensure best outcomes. Areas identified as requiring further development are rigorously monitored and supported ensuring that development work is rapidly put in place to ensure that the pupils receive the best chance of success.

The lead practitioner continues to provide excellent support for our NQT and ECTs this year with regular and robust systems to ensure that they are challenged and reflective throughout their initial training phase. Despite the high expectations set by the school leaders staff survey results demonstrate that they feel well supported and that WLB is fully considered by SLT. Indeed this was a recognised area of focus when the school first returned in September and considerable thought was given to how best we could support staff returning to the workplace and getting back to their usual routine, but still within an environment where C19 was a daily feature.

Staff were rightly nervous and unsure of the future. This was further complicated by the fact that many recently qualified staff had never experienced a ‘normal’ school day with parents on site. Therefore NQTs required significant support and training in how to manage and develop effective parental relationships.

The school fully supports inclusion and leaders responsible for this area ensure that children with complex needs are supported. However this has been an increasingly difficult challenge as gaining the necessary support for complex needs since March 2020 has been almost impossible with agencies not undertaking assessments.

This has compromised the school’s ability in gathering and submitting the necessary assessments and reports to support EHCP applications. This has seen the school having to use significant support to help support children with complex needs. Staff are supported in acquiring the necessary skills to support pupils with SEND needs with training needs being identified and delivered to support staff in feeling more confident in their planning and delivery for SEND pupils

The use of catch up funding along with the additional funds from the main budget have been used to target quality first teaching as the main driver for pupil outcomes and support C19 recovery. This has provided a staffing structure for 2020-2021 & 2021-2022 which provides capacity as well as allowing for small classes of below or around twenty pupils for year groups where C19 has had its greatest impact in terms of lost learning e.g. Year 2 and Year 3. In addition there is additional flexibility to support interventions with qualified teachers and to cover classes if required during high staff absence/. To date this model has served the school well in terms of continuity of staffing and our ability to differentiate and support a recovery teaching program for specific groups of pupils. Such capacity also allows for leaders to monitor and support due to increased dedicated leadership time for core subject leaders.

**EARLY YEARS EDUCATION = OUTSTANDING**

Outcomes within the EYFS have historically always been above both national and local averages. This remained the case in 2020 although in 2021 the impact of C19 did see the school for the first time fall marginally below both national and local averages. However, this was as a direct result of having not been able to provide support face to face to develop children’s writing skills. All other areas of learning remained in line with national and local data. The EYFS team work as a phase and although the buildings are separate the teachers and staff work in partnership to ensure that curriculum planning and delivery are developed together to ensure progression and coverage are pitched appropriately.

Children who attend the school’s nursery benefit from this close working as their transition is relatively seamless. At times this can be as much as 50% of the reception cohort. This does support as it creates a secure environment for those children from other settings as there is a high percentage of settled children and therefore the general atmosphere within reception is calm.

The EYFS teachers work together to plan and assess the pupils across the base. There are highly effective routines and structures embedded within the EYFS setting which ensure pupils feel safe as the environment is calm and purposeful with staff consistent in applying behaviour strategies to promote effective personal development. The new baseline was effectively delivered by the headteacher, assistant head of inclusion along with class teachers. This involvement ensures that the profile within reception is known within SLT immediately. Such involvement of senior staff ensures that needs and provision can be quickly put in place to support best pupil outcomes.

The new EYFS framework has been used effectively used to redesign, plan and deliver a broad and balanced curriculum for our youngest pupils. There is a balance between child led and adult directed activities across the EYFS phase with nursery and reception classes becoming gradually more directed as the year progresses to promote Reception and Year 1 readiness. This has always been an important aspect of our EYFS practice since our last inspection and has helped to further strengthen both Reception and Year 1. Furthermore the nursery teacher has also had experience both within reception and Year 1 which ensures that she has a clear understanding of the expectations and demands within KS1. The pupils in EYFS show good levels of engagement and involvement in their directed and non-directed learning. This high level of engagement is facilitated by the staffs’ expertise in constructing and planning appropriate and relative activities across the EYFS which build on prior learning experiences.

The curriculum also ensures that children learn how to keep themselves safe and well. Road safety and oral health have always been areas which have formed part of the EYFS curriculum, however during the C19 pandemic this was lost. Recently been both have been resurrected and we will hopefully be able to continue with our visits from the dentists and local police officer. With a large intake of reception children in a predominately open learning base careful consideration is essential to ensure that both adult directed and child led activities are high quality and facilitate deep learning experiences promoted through skilfully planned questioning and adult interaction. This year following the restrictions of C19, new staff and a near full reception cohort of 83, some high needs, the need for structure and clarity was even more vital.

Teachers follow a timetable which provides equality of opportunity in terms of access and all staff are fully versed in learning intentions and questioning techniques to help use their language and thinking skills to embed their learning experiences. The maths lead is supporting this aspect of development and has provided training and support in using mathematical questioning to promote deeper thinking around number. Within the EYFS there is a strong emphasis in the first half term on PSED and time is spent getting to know the children so that effective and trusting relationships develop with ease. The Reception children have an effective induction program to kick-start this process with our youngest pupils starting first.

Each new induction group has specific activities throughout this period and it has secured a strong sense of security within the setting. It also provides the child’s carers with a more individualised settling in period too. This conscious decision to place relationships at the fore has proved successful throughout the years and we rarely have concerned or anxious parents. This obviously also supports the children who quickly develop the confidence and an eagerness to start each day with the enthusiasm and security to fully engage in their learning. All EYFS staff are visible each day meeting and greeting, and where and when required reporting or reassuring adults on their child’s day.

There is a strong emphasis on developing spoken language with all staff aware of the importance of pupils constructing sentences orally to answer questions and discussion Teachers have additional directed time to develop high quality planning and discuss appropriate provision for pupils. Time is provided to also support the EYFS to consider how best to provide an environment which is enabling and creates curiosity and involvement. In our nursery the children have ‘chatter bags’ and dialogic book talk to further promote spoken language. The EYFS provides a wide range of opportunities for the pupils to investigate and explore learning. This is well organised and supported by a rich learning environment including outdoors areas where pupils can further develop their interests. Recently a newly created area to promote communication, language and reading has further enabled pupils to immerse themselves in a range of activities to enable them to develop their early literacy skills.

The children in reception also have opportunities to explore the world around them both as part of their ongoing curriculum, but also with planned Forest School sessions. These sessions are led by a qualified EYFS practitioner who is also specifically trained in Forest Schools. The school has created an area where the children can take and manage risks while also exploring the world around them.