## Context

There is a positive ethos and climate for learning across the school; recent subject-based feedback from pupils showed that in the vast majority, pupils enjoyed learning and felt that they were achieving in their lessons.

Feedback from pupils showed that the vast majority of pupils were happy or very happy in school. All children felt safe in school when questioned, and all children had an adult that they felt happy going to if they had a problem.

Attendance – 7.7.21 was 96.78%, slightly about the national average, however, we must be mindful of the lack of family holidays this year, when returning from lockdown, we must ensure that parents do not return to unauthorised holidays.

We work hard with our EWO to address persistent absenteeism and potential persistent absenteeism (below 94%) to encourage positive attitudes and punctuality.

Pupils behave well and have excellent manners. Pupils make a good contribution to a safe and positive learning environment. Their conduct demonstrates a pride in themselves and in school. They understand moral codes from their own and others’ traditions, though due to the lack of a diverse ethnic community, we continue to work hard to offer our children experiences outside of our school community in order to develop a greater understanding of minority ethnic groups (eg working with the Jewish and Muslim communities through our RE topics.)

 Pupils show respect for, courtesy and good manners towards each other and adults. Their behaviour in and outside of lessons is good. Lessons flow smoothly and any disruption is dealt with swiftly. Pupils’ attitudes to learning are good but key pupils with Emotional and Behavioural Difficulties (EBD) do need additional support from learning support assistants and the pastoral system at times. A minority of pupils have significant challenges to overcome and need the support (daily in some cases) of the head teacher and assistant head teacher to support them in the choices they make. This support ensures the learning for other pupils is not affected.

Systems are robust and secure to keep our pupils safe. Recent monitoring highlighted that pupils felt there was ‘some bullying’ in school, but further investigation by the safeguarding governor showed miscomprehension of ‘bullying’ – this is a focus for us in Sept 2021.

We review our behaviour policy every year and our children are integral to this process, to ensure that they have ownership of this policy.

***IN ORDER TO IMPROVE FURTHER WE NEED TO: -***

* **To ensure our playtime spaces and activities are providing structure and engagement in healthy play – EYFS/ KS1**
* **To continue to ensure all our pupils are staying safe (inc those with SEND) on line and in the physical world.**
* **To continue to reduce the % of persistent absenteeism in small number of pupils and improve patterns for pupils with irregular attendance**
* **To ensure that those children adversely affected by COVID 19 receive support**

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| Strategy | Key Tasks | Date | Key Personnel | Cost/Resources | Monitoring | ImpactAutumn2021 | Spring2022 | Summer 2022  |
| To ensure that all pupils and staff work within the RA for returning to school post COVID19 unlocking.  | All staff and pupils to adhere to the safety procedures as per the RA for unlocking school post COVID19 restrictions.  | Sept 2021 | ALL staff and pupils  | £6000  | HT/ FGB |  |  |  |
| Ensure all our pupils are staying safe online both at home and school | To begin the E safety mark 360  | Sept 2021 | SS/ SW | ICT release time 2 x pm | ICT governor |  |  |  |
| To use JIGSAW PSHE curriculum to teach Online Safety  | Sept 2021 | SS/SW | NA | ICT governor |  |  |  |
| Online safety updates are regularly posted on the school newsletter  | Half termly Oct/Feb/May | VS | NA | FGB/ IT gov  |  |  |  |
| School takes part in safer internet day 2021  | 8/2/22 | SS | NA | VS  |  |  |  |
| School to take part in Anti-Bullying Week. Highlight the difference between bullying and falling out.  | 15.11.21  | AM | Student council time  | VS |  |  |  |

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| Strategy | Key Tasks | Date | Key Personnel | Cost/Resources | Monitoring | ImpactAutumn2021 | Spring2022 | Summer 2022  |
| To ensure our playtime spaces and activities are providing structure and engagement in healthy play  | EYFS/KS1 garden to be redesigned Year 6 pupils to reinstate EYFS Buddies for the youngest children Reduced numbers of pupils at playtimes continues  | Sept 2021 Sept 2021 Sept 2021  | VSVSVS/AM | £6000 NANA | EYFS governor Pastoral gov Pastoral gov.  |  |  |  |
| Improve the attendance of a small minority of our pupilsidentified with <90% attendance  | PA or potential PA pupils identifiedReferrals made to EWO Targets set for individual families | July 2021 | EWO/HT | EWO SLA £350.00 | Safeguarding gov |  |  |  |
| Embed PSHE scheme of work introduced 2020 – 21 to develop PSHE and RSE throughout the school  | Jigsaw embedded to combat stereotypical thinking and allow pupils to question and highlight racial, sexist, homophobic and discriminatory behaviours  | Sept 2021 | All staff  | NA | HT |  |  |  |
| Strategy | Key Tasks | Date | Key Personnel | Cost/Resources | Monitoring | ImpactAutumn2021 | Spring2022 | Summer 2022  |
| To identify and support those children who have been adversely affected by COVID19 restrictions  | Identified children to receive 1:1 . small group support through Draw and Talk/ TIS / Play therapy  | Beginning Sept 21 – throughout the year.  | VS/SW/AS/ET | £2000 | Pastoral gov  |  |  |  |