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|  **web Autumn Term 2020 Quality Assurance Visit** |

***Please note:*** *the final report should be returned to the relevant* ***SSQA by Monday 14th December 2020.*** *Please make sure that the final report has been proof read, agreed with the school and that ALL sections are complete.*

***Please could this first section be completed by the school prior to the QA visit?***

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| **General information to be completed by the school and shared with the QAP prior to the visit** |
| **School name** | Newall Green Primary | **Executive Headteacher** | Sarah Rudd |
| **QA professional** | Allan Torr | **Chair of Governors** | David Thomas |
| **Last Ofsted grade****and date** | Good in October 2018 | **School’s current judgement of overall effectiveness** | **Good** |
| **Meeting attendees and roles** | **Staff: S**arah Rudd, Exec HT; Ruth Perry, Head of School; Sophie Tait AHT; Tom Rudd, DSL; Jill Stroud, Alternative Provision;  |
| **Governance Board:** David Thomas CoG |
| **Date & length of meeting** | 25th November 2020 | **% pupils eligible for FSM 20/21** | **56%** |
| **Pupil premium allocation 20/21** | Approx. £450,000 | **Sports premium**  | £29,000 |
| **Number of children receiving SEND support 20/21** | 12310 with a disability | **Number of children currently in school with an EHCP & in which year groups** | 204 in Y23 in Y3, 6 in Y43 in Y5 and 4 in Y6  |
| **No. of ‘our children and young people’ currently in school & in which year groups (LAC)** | 3 - Manchester LA | **Number of children currently receiving statutory LA support from a social worker & in which year groups** |  |
| **Number of children currently in alternative provision & in which year groups** | 1 in the school’s own AP | **Number of children currently on part time timetables & in which year groups** | 1 in Y5  |

It is recognised that leaders have worked hard to prepare to welcome all children back to school in September. Getting the balance right between minimising any risks from coronavirus (COVID-19) by maximising control measures, with providing a full educational experience for children and young people is a challenge. This term’s Quality Assurance visit is designed to focus on changes to the curriculum offer both onsite and remote, the prioritisation of further developing emotional resilience together with retaining a focus on improving outcomes particularly for our vulnerable and disadvantaged cohorts, including those with EHCPs.

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| **Key priorities 2020/21 and issues to be addressed/monitored by the governing body*****To be completed by the QA Professional in agreement with the HT, following QA visit and scrutiny of evidence*** |
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| **Priority 1** | Continue to implement the schemes of work for the new curriculum and think of a way of monitoring its implementation.  |
| **Priority 2** | Identify and implement relevant and effective catch-up strategies |
| **Priority 3** | In the POD, identifies ways in which every subject can be covered in the curriculum offer so that pupils do not miss out on their entitlement. Continue with the excellent start to the thinking about how topics can be used and differentiated.  |
| **Priority 4** |  |

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| **Leadership and Management****Professional conversations with senior and middle leaders.** ***To be completed by the QA Professional following QA visit and scrutiny of evidence*** |
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| **Prompts** | **Comments** | **Supporting evidence** |
| What challenges has the school faced and are still facing in managing the return to full education for all pupils and on site working for all staff?  | Attendance is fluctuating due to outbreaks of symptoms and confirmed cases, which in turn cause those around them to isolate. Lack of available tests compounds this.Staff, parents and pupils feeling worried that classrooms are pupil nos are safeStaff are working in bubbles which means all resources across school can’t be used by everyone (eg. ICT suite, garden area)Bfast and ASC are running in each bubble – this is staff heavy.Getting all the children through the dining hall so they still get a hot dinner and C19 safety measures has been challenging. Length of response to confirmed case in Y1 from Public health/Track and Trace caused confusion for the school community. | Discussion with leaders |
| How are the challenges being overcome / what have the successes been? | Attendance Team, PSO and Safeguarding Lead are following up absence with thorough checks and home visits when needed. Home learning on Teams is still offered to those children who are still shielding or live with high risk family.Temperature checks daily assure staff and parents that no children with symptoms are exposed to others.PPE, inc face visors has been supplied to all staff. Perspex screens have been installed for 2 BAME staff who felt particularly vulnerable.Resource ‘hubs’ established in each bubble for generic supplies.Doors fitted in dinner hall to create 2 separate rooms. Lunch times amended to allow for less children at each sitting and time to clean down and sanitise in between. Systems are working well.Following increase in school cases, new Govt advice states that schools (along with local authority) can make own decisions regarding closure if they are confident. | Discussion with leaders |
| How is any additional funding, grant or catch up allocation being used to support the most disadvantaged pupils? (Pupils with SEND / Those who meet the criteria for pp funding or FSM / Children in need of help and protection, receiving statutory LA support from a social worker) | SEN/D issues have been more challenging to tackle. The frequent discussions about pupils as they come into school has gone. These were very useful for teachers and TAs to monitor their wellbeing and their progress. An issue has been the lack of support from the authority’s sensory team. This has meant the school team has been left alone to cope. They have worked themselves to create the resources needed by the sight impaired pupils, those with Downs and those with physical needs. Similarly, authority-wide speech and language therapy has been lacking. Staff have had release time to plan catch-up strategies in each year group. Extra resources have been sourced to ensure every bubble is equipped.Leaders in pupil progress meetings are discussing the needs of and provision for the pupils with SEN. They will also be discussing the pupils who have and have not engaged and the provision to fill any gaps.SEND pupils are taught with the rest of the class and then often have an extra session to explain and demonstrate this further online.We had a discussion about the curriculum in the POD with mixed-age groups of pupils with behaviour needs. The leaders’ thinking is high quality making sure that most of the subjects in the curriculum are covered and that in each topic, there is differentiated work for the older, more able pupils. Similarly, the thinking about shorter sessions, smaller topics and a highly flexible timetable is well considered. SEND provision makes 3 classes instead of 2 – all led by teachers who specialise in SEN teaching so most SEND children have more individual attention.Funding has been used to enable video-link teaching on Microsoft Teams so that teachers interacted with as many pupils as possible throughout lockdown. Staff are allocated now to continue this with any child who is absent because they have to isolate or quarantineStaff have been employed for extra hours to facilitate provision of hot meals daily and ensure thorough cleaning of the canteen.All pupils who have safeguarding concerns (inc those with a SW) are monitored and supported by DSLs and PSOsSEND and LAC/PEP reviews continue to be completed online to ensure that provision for each child is effective and admin is updated. There is an issue with one LAC pupil on a part-time timetable. School counsellor hours have been increased to ensure that all pupil’s mental health and wellbeing needs are met. | Discussion with leaders |
| Having considered the COVID-19 supplementary section of the S175 safeguarding SEF, what, if any, key points still need to be addressed? | All the sections are complete and are ‘green’.  | Discussion with leaders |
| How have you adapted your governance model to ensure that their scrutiny role can still effectively take place? | Governors meetings now take place online rather than face to face. All information is shared beforehand as was usual practice. Any information that was previously tabled on the day is now made available electronically.The committees have continued online.  | Discussion with leaders |

| **The Quality of Education (emphasis on the leadership of the curriculum)****Professional conversations with senior and middle leaders.** ***To be completed by the QA Professional following QA visit and scrutiny of evidence*** |
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| **Prompts** | **Comments** | **Supporting evidence** |
| How will the school ensure that all pupils:* Follow a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
* Have meaningful and ambitious work each day in a number of different subjects?
* Access frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources?
* Are clear about what is intended to be learned and practised in each subject?
 | * The school is in transition between the old to the new curriculum. Similarly it is in transition rom Spanish to French.
* The majority of the ‘groundwork’ in planning and implementing the new curriculum had been completed prior to the pandemic. Thorough planning meetings (rooted in the Qs why are we teaching this? And why now? ) had ensured that the curriculum builds the pupils’ skills and knowledge year on year and follows a logical sequence.
* Changes have been made in timetables to ensure that all lessons are taught every term, and knowledge/skills taught are relevant to the pupils’ context and local environment
* Knowledge organisers have been implemented for each subject across school. These document the objectives for each unit, and the skills and knowledge to be taught.
* Planning incorporates strategies learned at ‘Memory and Metacognition’ inset last Autumn eg. flashback 4, less information overload etc.
 | Discussion with leaders |
| What adjustments have been made to the curriculum for the autumn term, in the light of the impact of COVID-19? | Changes have been made to physical activities eg. in Science and PE so that COVID-SAFE procedures are followed.More resources have been needed as they cannot be shared across school.Subject Co-ordinator meetings take place on Teams.Lesson timings have to fit around altered lunch and break times.PE has been adjusted – there is no swimming, dance or gymnastics at the moment. The focus is outdoor PE and multi-skills.  | Discussion with leaders |
| How are assessments being used to help ensure that pupils resume learning the school’s originally planned curriculum at the correct points in the programme of study? (Both on site and remotely) | Baseline assessments are currently taking place. From these, teachers will develop plans to target each pupil’s area of need and set ambitious targets. Intervention groups are planned for lunchtimes, some afternoons and after school. Phase Leaders have worked in detail with their teams to establish what has been missed from the curriculum in Literacy and Maths the Year grp prior between March and July. This has been incorporated into this terms planning. Teachers delivering remote lessons follow the planning for the corresponding year group. | Discussion with leaders |
| Should the need arise, what contingency plans are in place that allows access for all pupils, to high-quality remote education resources, that are linked to the school’s curriculum expectations? (Regardless as to whether pupils have online access or not.) | The school has already had to use its contingency plans in closing small, whole year and key stage bubbles.Class Teams have been updated to reflect this academic year 20-21, so all teachers would revert to teaching from home on Microsoft Teams via video link if the need arises. Pupils have logins already. Staff new to Reception and Nursery have been trained in the use of Tapestry (EYFS learning platform) | Discussion with leaders |
| How will remote learning allow for interaction, assessment and feedback?  | Work is set each morning and the teacher arranges a video call to the class at a specific time. This allows interaction between teacher and pupils, and between pupils. Presentations can be shared online and children can ask Qs verbally or via the chat feature. Work has to be completed and submitted back on Teams by 3pm. Teacher can mark and feedback to each individual piece.Paper work packs are delivered to those who cannot access Teams at home. | Discussion with leaders |
| Recognising that younger pupils and some pupils with SEND may not be able to access remote education without adult support, how are leaders working with families to deliver a broad and ambitious curriculum? | Leaders have a very good understanding about the limitation of younger children and those with SEND. They use Tapestry for younger pupils and have changed the system so that children can have a go at practical activities at home. They have also recorded phonic sounds for pupils and parents on the system. They also use Teams calls or phone calls, EYFS teachers set tasks and activities for the children to do. Parents are encouraged to upload videos or photos of outcomes which can then be assessed. | Discussion with leaders |

| **Behaviour and Attitudes****Professional conversations with senior and middle leaders.** ***To be completed by the QA Professional following QA visit and scrutiny of evidence*** |
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| **Prompts** | **Comments** | **Supporting evidence** |
| What strategies are being used to promote full attendance for all pupils? | Current attendance is good at 94.4%. This includes the pupils who are CME. The support in processing fines has been unhelpful because it has been so slow it is likely to lose its impact on raising attendance. Without those pupils included, it would be 95.6%.There is an effective attendance team. Leaders print out a weekly list of non-attenders and these then become a priority. One-page profiles have been modified to also include attendance issues. The Y code was used for registers prior to half term when the school closed. The Y6, 5 and Y4 bubbles were all closed in the week prior to half term and the Reception bubble. Nearly 300 pupils in isolation. Very few pupils were left and the staff had to isolate so there were few staff or highly vulnerable staff such as those who are pregnant or shielding. Hence the reluctant decision to close the school. 0 pupils being home educated.9 pupils are being educated at home – school is using the B code – because they are logging on morning and then the afternoon. A teacher is providing work and teaching through the online portal. 1 Y5 pupil is on a part-time timetable because of the health issues of her carer. The agreed end point is Christmas. Prior to the summer holidays, all teachers uploaded videos to the school website introducing themselves and welcoming the children.SLT have been available to deal with any concerns parents and pupils have had.Communication with parents through the website, social media, and by letter has increased so that parents feel well informed - they know what our protocols are and what to expect | Attendance data.Discussions with leaders. |
| How are pupils settling back into expected routines and behaviours? What inclusive strategies are being used to support a successful return to school?  | The majority of pupils have settled really well and are happy to be back in school. The pupils who have ASD have settled very well. They like the additional structure and routines.The pupils with ADHD are the ones who find difficulty with the restriction on movement, expression etc. Teachers put aside time in Week 1 for children to talk about COVID/lockdown and their feelings and experiences. Pupils are keen and eager to get on with their work. A few in Y6 are anxious about not having covered all the necessary information for their national assessments in May.  Perspex screens have been made available for those pupils who want one. Behaviour policy is followed and any incidents are dealt with within each bubble. Extra Y6 break time is helping pupils to have fresh air, activity and another outlet.  | Discussion with leaders. |

| **Personal Development****Professional conversations with senior and middle leaders.** ***To be completed by the QA Professional following QA visit and scrutiny of evidence*** |
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| **Prompts** | **Comments** | **Supporting evidence** |
| How are health and well-being issues for particular pupils being identified and addressed?  | School counsellor hours have been increased to address the higher level of need we are seeing in school for individual children. This is providing a good way of identifying mental and physical health needs. The police are being used to visit vulnerable pupils and families who are missing in education. A problem is the fact that professionals are not sharing information. GPs are not always sharing information with school nurses. This means that some issues are not known by school staff. CME services are not as quick as they need to be in following up the whereabout of each child. This is creating a safeguarding risk. 4 pupils are CME. PHSE lessons have been prioritised this term to enable children to express their feelings and allow teachers to gauge level of need and identify any particular issues.  | Discussion with leaders.  |
| What is the school accessing at local and/or national level to support health and wellbeing issues? | There are good and useful relationships with the school nurse. They provide information regarding health issues, come into school for screening and training and there is a good response in advice and information to leaders. At a local level I have some significant concerns about the response from social care services. If there is a serious case review the early help team and social services may come under significant criticism. Cases are being closed when the child cannot be found or when parents do not respond. This is dangerous practice in my opinion in a similar way to the Palka case. The school is doing the right thing in being persistent and having the needs of the child at the forefront of its decision making. Agencies are not working as well as they could together and there is not enough focus from all in social care on the needs and safety of every child. The school leaders are making good use of advice and guidance from the unions nationally, from local headteachers and local headteacher groups.  | Discussion with leaders. |

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| **Key focus for spring term visit with QA professional OR for SLT to follow up (Including detailed activities)** |
| ***List the detailed quality assurance activities that will take place at the spring term visit, from which first hand evidence will be gathered to support QA judgements and school self-evaluation.***

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| **Key focus:** |  |
| **Activity 1** |  |
| **Activity 2** |  |
| **Activity 3** |  |
| **Activity 4** |  |

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