

LOVE TO LEARN: LEARN TO LOVE



Dear Local Governing Body

Take notice that a meeting of the Local Governing Body will be held on 9th May 2022. The meeting will be held by [ZOOM](#) at 6 pm

All Governors should ensure that if they are unable to attend a meeting but wish to comment or raise questions on any point of the Agenda, they should email any and all comments and questions to the Clerk (icutmore@lifeeducationtrust.com) by the date of the meeting. The Chair of the LGB will ensure that any comments or questions submitted by the absent Governor will be raised during the appropriate agenda item.

AGENDA

Invitees: (SH) Sharon Harris (Acting Chair) (EK) Eve Knightbridge
(DA) David Anderton (PC) Paul Claydon
(MH) Marcia Hagon (SB) Sarah Bimpong
(SL) Stephen Ley

In attendance: Denise Broom (Director of Operations)
Steve Adams (Head of Estates)
Vicky Smith (Head of HR)

Item		Timing	Raised
1.	WELCOME & APOLOGIES - to note and approve apologies for absence Apologies have been received from Greg Brome		
2.	DECLARATION OF PECUNIARY OR CONFLICTS OF INTERESTS/LOYALTY – Governors are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter.		
3.	MINUTES OF THE PREVIOUS MEETING – to receive and confirm the minutes of the meeting held on 29 th March 2022 (Draft copy attached)		
4.	MATTERS ARISING – Item 9, page 5 – Query re the ratification date of the Rural Primary Administration of Medicines Policy - LC to update.		
5.	HUMAN RESOURCES a. To receive Staffing Update (Verbal) b. To complete Healthcheck (Attached) c. To raise AOB relevant to this agenda item		
6.	FINANCE a. To receive Budgetary Position (Attached) b. To complete Healthcheck (Attached) c. To raise AOB relevant to this agenda item		
7.	PREMISES a. To receive Premises Update (Verbal) b. To complete Healthcheck (Attached) c. To raise AOB relevant to this agenda item		

8	LEADERSHIP & MANAGEMENT a. To complete Healthcheck (Attached) b. To raise AOB relevant to this agenda item		
9.	QUALITY OF EDUCATION a. To complete Healthcheck (Attached) b. To raise AOB relevant to this agenda item		
10.	PERSONAL DEVELOPMENT a. To complete Healthcheck (Attached) b. To raise AOB relevant to this agenda item		
11.	BEHAVIOUR & ATTITUDES a. To complete Healthcheck (Attached) b. To raise AOB relevant to this agenda item		
12.	POLICIES – (Attached) To note the following Trust level policy/ies that have been agreed by the Board: i. Governors Allowances ii. Complaints Policy iii. Data Protection Policy iv. Health & Safety Policy v. Probation Procedure vi. ECT Policy To agree to following local policies: a) RP Attendance Policy b) RP Presentation Policy c) RP Remote Learning Policy		
13	To receive Board & Committee Meetings summary Spring 2022 (Attached)		
14	ANY OTHER BUSINESS • To note the changes to Mid-Year Admission Process (attached) • To receive the SIAMS report (attached)		
15.	DATES OF LGB MEETINGS FOR 2021-2022 • Monday 16 th May (Budget & School Development Plan) • Monday 6th June (inset day) • Monday 4th July		

XXX, Clerk to the Local Governing Body



A meeting of the Local Governing Body was due to be on Monday 14th March 2022 and was postponed until Tuesday 29th March 2022 due to staff absence.

The meeting was held by [ZOOM](#) at 6 pm.

MINUTES

Attendees: (GB) Greg Brome (Chair) (EK) Eve Knightbridge
 (DA) David Anderton (SH) Sharon Harris
 (MH) Marcia Hagon (SB) Sarah Bimpong
 (SL) Stephen Ley (PC) Paul Claydon

In attendance: Linda Cutmore (Clerk)
 (DB) Denise Broom (Operations Manager)

Item		Action
1.	<p>WELCOME & APOLOGIES</p> <p>The Chair welcomed everyone to the meeting and explained that apologies had been received from EK, but there had been no word from SH or MH GB explained that the meeting had been postponed from 14/3 due to SL being unwell.</p>	
2.	<p>DECLARATION OF PECUNIARY OR CONFLICTS OF INTERESTS/LOYALTY – Governors are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter.</p> <p>It was noted that there were no changes</p>	
3.	<p>MINUTES OF THE PREVIOUS MEETING – to receive and confirm the Minutes of the meeting held on Monday 24th January 2022 (<i>Draft copy attached</i>)</p> <p>The minutes of the meeting were received and confirmed by a show of hands</p>	
4.	<p>MATTERS ARISING – to note matters arising from the above minutes</p> <p>There were no matters arising from the minutes</p>	
5	<p>SCHOOL DEVELOPMENT PLAN</p> <p>a. To review the SDP</p> <p>Overview of the 4 key targets</p> <p>SL said that there was good news from the mid-term assessments and the school was on track for nearly all the targets. The KS1 targets were above the expected figures – data showed that Reading was 4% above at 64 %, Writing was 3% above target at 43 % and Maths was 24% above at 71%. The combined data For KS1 was also 4% above at 37%. SL explained that these figures were about 6 weeks out of date and that a new data drop was due at the end of the week. The targets for the Higher Standard were also similar – Reading was on target at 26%, Writing was also on target at 13%,</p>	

while Maths was slightly above target at 26% - the overall combined figure of 13% had been achieved.

KS2 was also performing well and on track to achieve their targets – Reading had been very positive in Y6 where it 4% above target at 80%. It should be noted that these figures were only for 10 children and the 20% who were falling short were 2 children who had joined the school in the last 12 months. Writing was 5% under target at 50% and Maths was 2% above target at 80%. The Higher Standards were broadly in line with the targets – Reading 9% above at 20%, Writing 1% below at 10% & Maths 2% below at 20%, however the combined figure was 4% above at 50%, and 10% were expected to achieve the higher standard which was 1% lower than the target.

SL explained that 50% of the Pupil Premium children in both KS1 & 2 were expected to reach the standard when the target had been 0%, so this was a positive picture for the school for half way through the year.

SL said that the report was incorrect and the Whole school attendance- figure was actually 93.9%, this was below target however it was above national average. It seemed that parents were being more cautious, possibly because of COVID. Persistent absence was above target at 16% and this has also been the case with the other rural primaries. SL felt that parents' feelings over the importance of attending school every day had changed due to the large amount of time spent away from school in recent years.

DA asked what defines persistent absence and SL explained that it was when attendance fell below 90% or if there were more than 3 days unauthorised absence. Letters will go out at the end of term and SL will be meeting with the Access & Attendance Officer and any problem families will be invited to attend individually.

GB asked if writing an issue across the board? SL agreed is was an issue post COVID due to lack of teacher feedback while teaching online. Jan Fisher has put in new intervention matrix to help improve on this.

1. Curriculum

SL said that being a part of the Trust allows teachers to share ideas, other leaders leading training and meeting at sessions. Makes teachers feel less isolated and allows them to share ideas.

The knowledge of curriculum has grown as the year progressed – the teachers can now all use the portal, originally some resources were missing, but now PowerPoints and worksheets are available in a shared area

Implementing new EYFS framework – SL said that this had changed significantly this year and there has been a bit of inconsistency across the Rural Primaries. Julian had already identified this and a person from Havering had visited to report on best practice and then feedback to Julian.

2. SIAMS

SL explained that there had been a meeting at start of year to imbed the school's vision and values and these were also added to the teachers' appraisals, Ian Gurman had visited and also Carrie Prior (Dioses Inspector) had undertaken a learning walk and provided feedback. It was planned that a mock inspection would be carried out in the summer term to see what the position the school was in. Ian Gurman had highlighted about how the children respond to prayer & worship, this was something that they had been working on and SL felt that when Carrie next visited she would notice a big change in this area. SL had also been liaising with DA who had been in school doing lots of assemblies with the children and it was a good opportunity to bounce ideas off him and emulate his ideas. Faith Spinks has been leading on Collective Worship, she plans these for Trust, carries out one assembly per half term and also help plans for the future too. The input from DA & FS had made SL much more confident in leading collective worship in a faith school.

Following Carrie Prior's visit, Sarah Tate had also helped with the RE curriculum and used her experience from Roxwell's successful SIAMS inspection. There is still work to be done – SL has done a draft of a framework, which will be completed in full in the summer when Carrie

	<p>Prior visits, and before that she will be advising on what the document should reflect. This will provide plans for improvement for any forthcoming SIAMS inspections</p> <p>3. Pupil Premium children - narrowing the gap SL had received training and sought advice from other Rural Primaries however in Dame Tipping the gap was smaller than the National Average. In some year groups the PP children were actually performing better than their peers which was against the national trend during the pandemic There had been a higher uptake amongst the PP children attending after school clubs and breakfast club which had a positive effect on data. At the start of next term there will be more training on supporting PP children and sharing good practice amongst the RP schools. Post pandemic there have been more opportunities to provide additional activities for the children e.g. football, curling, which is excellent for their mental health. There are now 15 different sports or clubs available and some children have taken up the sports externally as well eg Judo.</p> <p>4. Reading Objective SL explained that reading remained strong at Dame Tipping and the 'Power of Reading' scheme of work has been very effective. Not only was it good for the children but staff feedback was good too and they enjoyed teaching the curriculum. SL has been impressed when he goes on learning walks – there are rich texts available, the school can pick books within a selection and then Melissa ties it into other areas of the curriculum. Reading for pleasure takes place at the start of every afternoon and SL has recently started doing a learning walk at this time and speaks to the children. SL said that from data point of view the children are performing well at reading – parents read well with children and teachers need to do this too - recording this in their reading records and provide feedback as regularly as possible. PC asked who the SDP had been shared with, SL said that initially it had just been with teachers but now shared with TAs too - it is displayed in the staff room and around the school. SL is now aware that it needs to be continually reinforced and it was shown in staff survey that some colleagues were still not fully aware. PC said that it may be beneficial to RAG rate the document and review it during the year to see how it is working in order to get feedback and adjust objectives. GB said that at Harold Wood school there was a vending machine for books – children collect tokens for reading well and when there have sufficient the machine will dispense a book of their choice. SL agreed that it was an excellent opportunity to promote reading as a treat.</p>	
<p>6.</p>	<p>STAKEHOLDER FEEDBACK (from formal sources)</p> <p>a. Pupil b. Parent c. Staff</p> <p>(i) Staff Survey GB reported that the survey had been run at the beginning of the Autumn term and again at the end of January 2022 due to some of the negative responses in the earlier survey. SL said that there were a few sections had gone down from previous year and worse than other RPs in the Autumn survey. In the more recent survey 16 areas had improved but still not a great picture. JD & SL had put together an action plan for areas where there were concerns e.g. behaviour, personnel issues etc. Some scores were improved and Wellbeing scored 100% as staff felt valued, however in contrast to this the score for staff morale was low and this had been a big drop since the Autumn survey. SL explained that JD had suggested that the Head of School should visit teachers more often, however SL felt unsure that had not had the desired effect and it had not always been possible due to other commitments such as SLT, Staff Meetings & Football Club. SL advised that he would not be undertaking the football club in summer term in order to make him more</p>	

	<p>accessible to staff at the end of the day. The score for the school having access to resources still remained low, however SL felt that the scores would improve now that the teachers have access to the portal - previously there had been a delay in resources reaching the school in time for a specific unit of work. SL explained that there would be an audit of the resources tomorrow, and teachers would be looking further ahead and planning so things are in place in time. The school had been restricted in storage space and there plans to improve that in the future.</p> <p>(ii) Subject Leader Monitoring Reports PC commented that it had been very helpful to see reports. SL said that the much of the feedback focussed on presentation and this tied in with future plans for development. GB asked if the RP curriculum was still a matter of discussion and development and SL replied that this was less so now than at the start of the academic year.</p> <p>d. Governor LGB Review Feedback The feedback had been good overall and the reviewers felt that it had been an effective meeting. GB reported that there had been a query regarding a discussion by Chair regarding one RAG rating, they felt it should have addressed before the meeting. PC said that timing had been an issue in other board meetings and the importance of reading the papers beforehand. GB said that he had discussed the Healthchecks with JD as there appeared to have been lots of involvement from various members of the Trust ahead of these meetings and the possibility of streamlining the process.</p> <p>e. Trust - SIP Visit Report SL explained that the results of this had been very similar to Carrie Prior's report. DA had been observed during an assembly by IG and there had been suggestions on improving displays and making it evident that it is a church school. The visit had followed the format of a learning walk but next visit would be more formal with lesson observation.</p> <p>f. External</p>	
7	<p>OPERATIONS UPDATE</p> <p>a. Finance - to receive budgetary position (attached)# DBr joined the meeting at 18.52 DBr reported that the figures were from January, 5 months into the year, and so far, there was a surplus of £32K. There had been an increase in income from Catering, SEN, Free School Meals & Clubs. The most significant underspend is in teaching costs due to overstating the number of hours of work and this resulted in a saving of £16.5K. The rest of the surpluses were down to time issues - there had been some late invoices from Havering so there would be a bit of catch-up. DBr explained that the carry forward figure at end of January had been forecast as £36K. Having looked at this more closely this had now been estimated as £30k carry in August – this will include the £20K that the Trust provided for building works involved in moving the classroom wall and providing an additional office space. DBr reported that there has been an increase in staff absence so cover/agency staff costs were quite high but it was hoped that this would reduce in the future. GB asked if the classroom was a sufficient size for the children following office installation. DBr explained that it may be necessary to swap classes to accommodate the children – the classroom did meet the criteria of size to children ratio. DBr left the meeting at 19.00</p>	
8	<p>LGB SPECIFIC ITEM Confidential GB announced that SL had handed in his notice and would be leaving Dame Tipping at the end of summer term - the school and the governing board would be very sad to see him go. SL explained that he had found that the job was too much along with his family commitments, however he had no plans for the future. SL said that he may leave at May half term in order to help with the transition into</p>	

	<p>the new academic year. GB explained that JD had been investigating various options as a permanent solution was needed - the situation required positive handling as it had not been good for the school to have 3 Headteachers in 6 years. Teachers would be advised at the start of the Summer term and parents would be advised shortly afterwards.</p> <p>Both PC & DA expressed their thanks for SL's positive input and that they would be sorry to see SL leave but understood his reasons.</p>	
9	<p>POLICIES – (Attached as a separate pdf in the Agenda folder on the Governor portal)</p> <p>To recommend for approval by the Board the following local policy/ies:</p> <ol style="list-style-type: none"> i. RP Administering Medicine ii. RP Attendance Policy iii. RP Marking & Feedback iv. RP Parent Code of Conduct <p>To note the following Trust level policy/ies that have been agreed by the Board:</p> <ol style="list-style-type: none"> a. Governor Visit Policy <p>All policies were agreed by a show of hands</p> <p>PC asked about date of administering medicine as it said the policy had been ratified in March 21 not 22 – LC to check up on this and report back</p>	LC
10	BOARD INFORMATION	
11	<p>ANY OTHER BUSINESS</p> <p>Lydia will be leaving at the end of the Summer term and will be joining a new school; an advert is out and interviews will be scheduled.</p>	
12	<p>DATES OF LGB MEETINGS FOR 2021-2022</p> <ul style="list-style-type: none"> ● Monday 9th May (HEALTHCHECK) SATs ● Monday 6th June (inset day) ● Monday 4th July 	

Linda Cutmore, Clerk to the Local Governing Body
Meeting finished at 19.11



	Completion Date:	May 2021	Sep 2021	Jan 2022	May 2022
H1	Staffing Sufficiency	G	G	G	W
H2	Legal, Disciplinary, Grievances or Capability Issues	G	G	W	W
H3	Development	G	G	G	W

Human Resources Healthcheck report for Pay & Personnel Committee

School Name: Dame Tipping C of E Primary Term to which this Healthcheck applies: Summer 2021 Autumn 2021 Spring 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
 Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
 White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Vicky Smith (School Representative)

Meeting to confirm the Healthcheck with: Stephen Ley, & Vicky Smith (LIFE Exec/Link Gov) on 3rd May 2022

Healthcheck presented to and agreed by the LGB on: 9th May 2022 (Date)

H1 – Staffing Sufficiency	Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>H1.1 Is there evidence that a secure and cost effective staff structure is in place?</p> <p>H1.2 Has the staffing structure been reviewed in the past 12 months with a clear rationale for it?</p> <p>H1.3 Is there evidence that the school structure has been benchmarked against successful models?</p> <p>H1.4 Are governors confident that those leaving have been suitably replaced with little likely detrimental impact on student outcomes or staff morale?</p> <p>H1.5 Are governors confident that all steps have been taken to fill any vacancies and that plans are in place where there are current unfilled roles?</p> <p>H1.6 Are governors confident that all necessary checking processes have been conducted?</p> <p>H1.7 Is the single central record up to date?</p> <p>H1.8 Are sickness absence trends improving and above comparative averages or is appropriate rationale provided for any negative trends?</p> <p>H1.9 Is any potential impact on student outcomes being monitored and addressed appropriately?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>H1.1 Yes, Secure cost effective staffing structure in place for September 2021 which was reviewed and approved by the Pay and Personnel form on the 22nd June 2021 This includes a new Leadership structure.</p> <p>H1.2 Yes. The staffing structure was reviewed in the summer term, a new Leadership structure consisting of an Executive Headteacher and Head of School would be implemented from September 2021. The new structure provides an Executive Headteacher who oversees Rural Primary schools in addition to providing support for the Head of School. A new Head of School was successfully appointed in the summer term following the resignation of the existing Acting Headteacher, The structure was approved by Pay and Personnel on 22nd June 2021. The existing SENDCO submitted her resignation to leave the school at the end of the Autumn Term, which gave the school the opportunity to review and assess the need of the SENDCO role within the school. A new SENDCO was appointed on the Leadership scale in the Autumn term to join the school at the start of the Spring Term. Working across two Trust schools, Dame Tipping and Benhurst, an increase in time to twos days a week would be covered at Dame Tipping providing an additional day of SEND support. In addition, also supported the Head of School. New SENDCO has now joined the school and has settled into their post well. Leadership structure again reviewed in the Spring Term following the receipt of the Head of Schools resignation. A new Executive Headteacher and Head of School will join the school in June 2022, both roles recruited following two successful appointments from another Trust school.</p> <p>H1.3 Yes, the school is benchmarked with the same Leadership and office model as the other Rural Primary schools within the Trust.</p> <p>H1.4 Five members of staff left during the summer term, three members of teaching staff and two members of support staff, equating to 27.8% of the existing staff at the beginning of the academic year 2020/2021. One member of support staff left for personal reasons and the other for a promotion in a new school. Two members of teaching staff left for a change in career and the third for a different role in another school. Trust HR Manager meets with the Acting Headteacher fir the monthly HR Meetings, last meeting held on 2nd July 2021. One member of Teaching staff in the SENDCO role left in the Autumn term. This position was successfully appointed in the Autumn Term to start at the beginning of the Spring Term. The new member of staff will be working an additional day a week at the school. One member of support staff left the school in the Autumn Term from their role as a cleaner. A cleaning contract with a cleaning company Integra has been secured by the school, this supports holiday and sickness cover to ensure a cleaner is always available. Exit interviews were conducted with the staff prior to them leaving by the Head of School. The latest staff survey results from the Autumn Term 2021 showed a decrease in staff morale with 75% feeling staff morale was good, from 100% in Autumn Term in 2020. 5.7% below the 80.7% Trust average. For the second year an impressive 100% of staff were proud to be a member on the school, 2.6% above the</p>				

Trust average and 97.7% of staff were proud to be part of the Trust, 9% above the result in Autumn Term 2020 and 2.2% above the Trust average. The Trust HR Manager and HR Advisor meet with Head of school for HR monthly meetings, where any concerns are raised and discussed. The last meeting was held on 14th December 2021.

Two resignations received from teaching staff in the Spring Term, one leaving at the end of the first half of the Summer Term, current Head of School and the other leaving at the end of the Summer Term, Classroom Teacher. Both roles have been successfully appointed and fulfilled. Following the Staff Survey Autumn Term 2021, a further survey was conducted with staff in Spring Term. This was an action due to a number of areas that revealed concerns. The Spring Term staff survey showed a further decrease in staff morale from 75% in Autumn Term 2021 to 39% in Spring Term 2022, a 37% decrease and 42% below the Trust average. Again, an impressive 100% of staff were proud to be a member of the school, 2.6% above the Trust average. Trust HR Manager continues to meet with the Head of School for monthly HR meetings, last meeting held on 31st March 2022. This is in addition to a number of days based at the school to support during staff shortages.

H1.5 TES annual subscription with the Trust which enables unlimited adverts. In addition to TES, both teaching and support staff roles are advertised on Havering School jobs and teaching staff on the DfE vacancies website. All vacancies are advertised on the Trust and school's own website. Vacancies are posted on LinkedIn and shared on social media to attract a wider field. There are no outstanding vacancies.

All vacancies for September 2021 were successfully appointed with no current vacancies for the Autumn Term. SENDCO successfully appointed in the Autumn Term to join the school at the start of the Spring Term.

Interviews for a Midday Play Leader to be conducted by the Trust HR Manager and Head of School at the start of the Summer Term.

H1.6 Yes. All new starter pre-employment checks for any new members of staff joining the school are conducted centrally by the Trust HR team. Candidates have a conditional offer sent and their pre-employment checks completed, Regular communication and updates are maintained with the Head of School. A central shared HR area has been created where the Head of School, Office Administrator and HR Tea have shared access to documents and the SCR. Checks that require renewal are managed at school level and audited by the Trust HR Manager once every half term. Chair of Governors audits the SCR once a term, audit for the Summer Term to be arranged. A Governor file, containing all required information is now set up and complete. Pre-employment checks for new members of staff joining the school in September 2021 had a conditional offer sent and their pre-employment checks completed by the Trust HR team prior to a contract being issued. Chair of Governors continues to audit the SR to ensure that checks are complete, last audit completed.

The member of staff joining the school at the start of the Spring Term has their pre employment checks completed during the Autumn term by the central HR Team.

H1.7 Yes. Trust standardised template is used across all schools within the Trust, colour coding is in place for those members of staff leaving and those due to join the school. Key information is added as pre-employment check results are received. Audits carried out by the Trust HR Manager identify any gaps that need to be actioned. All information held on the SCR reflects that on personnel files, spot checks are carried out to ensure this. Single Central Record is a live document that is continuously updated as staff join and leave, additional checks that are required every 3 years are reviewed a month in advance of expiry. Audits of the SCR are conducted half termly by the Trust HR Manager and reviewed frequently by the HR Advisor. Chair of Governors to audit the SCR termly. Actions and findings from those conducting the audits to be recorded in the checking sheet. Last audit conducted 3rd July 202, Colour coding in place for those members of staff leaving and those due to join in the September 2021, key information added as pre-employment check results were received. All checks up to date and in place. Date to be arranged for Chair of Governors and Trust HR Manager to complete an audit in the Autumn Term.

The Trust HR Manager conducted an audit on the SCR on 16th December 2021. One member of staff highlighted in blue who are due to leave at the end of the Autumn Term, to be removed at the start of the Spring Term. One member colour coded yellow to reflect they are due to join the school at the start of the Spring Term. All staff and Governor DBS checks are up to date and in place. A new version of the SCR was created for the Spring Term and the old version for the Autumn Term was archived. The date for Chair of Governors to conduct an audit to be arranged.

The Trust HR Manager completed an audit on the 4th April, one member of staff currently LTS due to have their DBS renewed, this will need to be addressed before they return. One member of staff was due to renew their DBS as I was due to expire, the HR central team reminded the ASO of this and the processes

were then followed. A member of the LGG has a DBS outstanding for renewal. Colour coding was added by the HR central team to highlight those leaving and those on LTS.

H1.8 Robust absence management processes remain in place, which are reflected in the Trust Sickness Absence Management Policy. Return to work meetings are held with all members of staff following every absence with the Head of School. OH referrals and informal absence review meetings are held when and where necessary with absence improvement plans being put in place. Trust HR Manager and HR Advisor meet with the Head of school for Monthly HR meetings where absence is reviewed. Sickness absence rates for the Summer Term 2021, between 19th April 2021 and 21st July 2021 are shown in the table below. Figures only include staff sickness absence and not absences related to COVID-19 symptoms, self-isolation or shielding.

	Summer Term 2020/2021 19 th April – 21 st July Number of Days	Summer Term 2019/2020 School Closure	Summer Term 2018/2019 Number of Days
Teaching Staff	8	N/A	0
Support Staff	31	N/A	22
Total days	39	N/A	22

There were 31 days lost for support staff during the summer term, a reduction from 57 in the spring term and a slight increase from 22 days in the summer term 2018/2019. 14 of these days were due to a member of support staff having a procedure and another for member a staff which was monitored. Both members of staff have since returned to school. Teaching staff lost 8 days due to sickness absence, an increase from 0 days lost in the spring term 2020/2021 and summer term 2018/2019. 5 of those days were for one member of teaching staff with a chest infection.

Sickness absence rates for the Autumn Term 2021 are reflected in the table below.

	Autumn Term 2021 Number of Days	Autumn Term 2020/2021 Number of Days	Autumn Term 2019/2020 Number of Days	Autumn Term 2018/2019 Number of Days
Teaching Staff	1	13	28	2.5
Support Staff	28.5	15	12	35
Total days	29.5	28	40	37.5

Support staff lost 28.5 days due to sickness absence during the Autumn Term 2021, this was an increase from the 15 days lost in the Autumn Term 2020, however, of 28.5 days 21 days were for one member of staff who had suffered from long Covid and had been signed off by the GP until they were fit to return to work. Teaching staff lost 1 day due to sickness absence in the Autumn Term 2021, a significant decrease from the 13 days lost in Autumn Term 2020. There is now an impressive four year downward trend for the Teaching staff days lost due to sickness absence. staff with a chest infection. Overall there was a 1.5 days increase in total days lost in the Autumn Term 2021, from the 28 days lost in the Autumn Term 2020.

Sickness absence rates for the Spring Term 2022 are reflected in the table below.

	Spring Term 2020/2021 Number of Days	Spring Term 2020/2021 Number of Days	Spring Term 2019-2020 Number of Days	Spring Term 2018/2019 Number of Days
Teaching Staff	26	0	10	2
Support Staff	49	57	10	34.5
Total days	75	56	20	36.5

Teaching staff lost 26 days due to sickness absence in the Spring Term 2022. All 26 days were for one member of staff who was signed off on long term sick. This member of staff has since returned to school. Support staff lost 49 days due to sickness absence in the Spring Term 2022. Of the 49 days 35 days were for one member of staff signed off with LTS, they will remain absent at the start of the summer term and will be referred to OH in line with the sickness absence management policy and a supportive measure. 22 days were for one member of staff following a close bereavement in their family and 4 days for a member of staff following a small procedure. A total of 75 days were lost in the Spring Term due to sickness absence an significant increase in days in the past three year trend.

Staff who are absent to Covid 19 related reasons are tracked centrally by the HR Team. Staff that are affected are required to complete and return a staff declaration form to reflect the reason for their absence. Staff who are absent to Covid 19 related reasons are tracked centrally by the HR Team. Staff that are affected are required to complete and return a staff absence. Number shown in the table below reflect and 21st July 2021.

COVID REASON FOR ABSENCE	Number of cases
NHS Track and Trace	1
Contact from STUDENT positive case	0
Contact from STAFF positive case	0
CEV	1
Symptom Display	0
Symptom Display & Positive test	0
Household Isolation	1
Medical Appointment	0
Childcare	0
Trip Abroad	0

Staff that are affected are required to complete and return a staff declaration form to reflect the reason for their absence. Number of staff affected between 19th April 2021

Staff who are absent due to Covid 19 related reasons are tracked centrally by the HR Team. Staff that are affected are required to complete and return a staff declaration form to reflect the reason for their absence. Number shown in the table below reflect the number of staff in the Autumn Term 2021.

The school was hit significantly by Covid in the Autumn Term with a number of staff testing positive and needing to isolate. One member of staff then suffered from Long Covid. The staff survey conducted in the Autumn Term 2021 showed that 95.4% of staff felt that the school has managed the pandemic well.

COVID REASON FOR ABSENCE	Number of cases
NHS Track and Trace	0
Symptom Display	1
Symptom Display & Positive test	5
Positive Lateral Flow	0
Medical Appointment	0
Childcare	1
Trip Abroad	0

Number shown in the table below reflect the number of staff in the Spring Term 2022.

COVID REASON FOR ABSENCE	Number of cases
Symptom Display & Positive test	4
Childcare	0

H1.9 The absences continue to be recorded and tracked within the SIMS system by the Administrative Officer, with robust process in place in line with the sickness management policy. Return to work meetings are conducted by the Head of School and leave of absence forms completed for planned absences. This is reflected in the low number of days lost due to staff absence. Absences are recorded through SIMS so reports can be run for analysis, tracking and review.

Trust HR Manager meets with the Head of school for the monthly HR Meetings where absence is reviewed and any concerns discussed. The Trust HR Manager meets with the Head of School for the monthly HR Meetings where absence reports are reviewed and any concerns are discussed. The last meeting held on 2nd July 2021. In addition, Trust HR Manager meets with CEO weekly and the CEO and Director of Operations fortnightly to discuss any concerns, last meeting held the last meeting was held on 9th July 2021.

The Trust HR Manager meets with the CEO weekly and monthly with CEO and Director of Operations to discuss any concerns, the last meetings were held on 1st and 15th December 2021. The Trust HR Manager and HR Advisor met with the Head of School for the monthly HR meeting on the 14th December 2021.

All absences to be recorded by the ASO within SIMS and return to work meetings to be held with all staff following their absences. New refined absences code created within SIMS by the Trust HR central team to further refine to the reasons for individual absences, this allows doe trends and patterns to be reviewed and identified. The HR Manager meets with the CEO weekly and monthly with CEO and Director of Operations to discuss any concerns, the last meetings were held on 31st and 23rd March 2022. The Trust HR Manager and HR Advisor meet with the Head of School for the monthly HR meeting. The last meeting was held on the 31st March 2022.

We consider ourselves WHITE for this section because although the school continues to have a complete and cost-effective staffing structure in place. Days lost due to sickness absence have a marked increase with not all process being followed at school level. Staff survey results revealed a further concern in staff morale. SCR needs to be treated as a live document by the ASO and managed at school level with the support of the central HR team.

The main actions required to improve/maintain this rating are ...

- Single Central Record Audits to be continued by the Chair of Governors and Trust HR Manager.
- Single Central Record to be treated as a live document by the Administrative Support Officer
- Staff absences to be monitored in line with the Trust Absence Policy by Head of School and Trust HR Manager

- Return to work meetings to be held following every sickness absence
- OH referrals and informal absence review meetings to be used when required
- Covid related absences continue to be tracked centrally
- Exit interviews to be conducted by Head of School
- Trust HR Manager and HR Advisor to support Head of School and Administrative Office with processes and procedures, where required

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- SCR Audit checking sheet
- Emails
- Staff Survey results Autumn Term 2021
- Staff structure 2021
- Absence report
- Single Central Record checking sheet
- Monthly HR meeting agenda and minutes
- Meeting minutes
- Exit interviews

Summary of key points of last LGB discussion:

H1 - Green - there is a secure and effective staffing structure in place, with Jan Fisher making an excellent addition. Regular monthly meetings between the Head of HR, the HR Advisor and the Head of School were taking place to discuss any issues. Staff retention was good, only one person left at the end of the last term. The part time cleaner left and has been replaced with a Contractor so this covers any holidays or sickness absence, which had been an issue in the past.

All pre-employment checks were in place and the SCR is maintained as a live document. There was robust absence monitoring in place and the increased rate of sickness during the Autumn term (25.8 days for support staff) was due to one member of staff suffering from Long COVID for 21 days. There had also been lots of COVID absences during the term and the Head of School managed well to get through that period

H2 – Legal, Disciplinary, Grievances or Capability Issues	Rating:	RED	WHITE XXXX	GREEN
<p>Guiding questions:</p> <p>H2.1 Are governors content that the school has a robust system for dealing with all types of HR issues? Are there HR policies in place, fit for purpose and being followed to deal with this?</p> <p>H2.2 Is there evidence that correct processes have been followed in any HR or legal matter?</p> <p>H2.3 Are governors satisfied that there is sufficient justification for any settlements that the school has entered into including any payments made?</p> <p>H2.4 Are governors satisfied that appropriate HR and legal advice has been taken and adhered to in all necessary situations?</p> <p>H2.5 Are governors content that grievance, disciplinary, capability issues and flexible working requests individually or collectively do not reveal concerns for the wellbeing or progress of staff or students?</p> <p>H2.6 Are governors satisfied that any potential reputational damage to the school has been limited?</p> <p>H2.7 Are issues raised by staff being addressed appropriately and effectively?</p> <p>H2.8 Are governors aware of staff turnover and destinations of staff leaving?</p> <p>H2.9 Are governors satisfied that staff are not being discriminated against protected characteristics (Equality Act 2010)?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>H2.1 Stone King is the external HR and Legal support for the Trust. The Trust HR Manager and HR Advisor meet with link advisor as and when required. The Trust HR Manager and HR Advisor continues to meet with the Head of School for monthly HR Meetings where any issues or concerns are raised, and addressed early. The last meeting held on 2nd July 2021. This meeting is in addition to the ongoing support that is provided as and when required. In addition Trust HR Manager meets with CEO weekly and the CEO and Director of Operations fortnightly to discuss any concerns, last meeting held the last meeting was held on 9th July 2021.</p> <p>Trust policies to reflect HR processes are reviewed prior to the expiry buy the Trust HR Manager and Stone King for any changes to legislation and improvement to practice can be considered, Policies are then reviewed and approved by the Pay and Personnel Committee prior to them being circulated to all Trust staff for a consultation period if any changes are made. All Trust policies are saved centrally to allow staff access for their referral. The Trust HR Manager and HR Advisor continue to meet with the Head of School for monthly HR Meetings where any issues or concerns are raised and the last meeting was held on 16th December 2021. This meeting is in addition to the ongoing support that is provided as and when required. In addition, the Trust HR Manager meets with CEO weekly. The last meeting was held on the 15th December and the CEO and Director of Operations meet monthly to discuss any concerns. The last meeting was held on 1st December 2021.</p> <p>The HR Manager meets with the CEO weekly and monthly with CEO and Director of Operations to discuss any concerns, the last meetings were held on 31st and 23rd March 2022. The Trust HR Manager and HR Advisor meet with the Head of School for the monthly HR meeting. The last meeting was held on the 30th March 2022. Trust HR Manager has supported the Head of school and Sendco with new HR related issues during the Spring Term.</p> <p>H2.2 Yes. Stone King is the external HR and Legal support for the Trust who are there to support with HR and Legal matters if and when they arise. It was identified in the summer term that a member of support staff was not fulfilling their contracted hours. Advice was sought from the Trust HR Manager who met with the member of staff and the Director of Operations to address the matter. The colleagues have since agreed to reduce the number of contracted hours and the issue has been concluded.</p> <p>No new concerns were raised in the Autumn Term.</p> <p>Concerns around some staff capability have been supported by the Trust central HR team, the line Manager handling the case will have on going support through the process. HR Manager meets with Stone King HR link regularly and when needed. Two grievances received by two members of staff during the Spring Term, one is being investigated by the Executive Headteacher and the other is on hold until the member of staff returns from LTS.</p>				

H2.3 Chair of Governors to always be consulted on all transactions regarding staff leaving, which includes any settlements, redundancy, and notice periods.

No settlements have taken place

H2.4 Trust HR Manager meets regularly with Stone King link advisor to update them on any ongoing or new concerns, last meeting held with them on 30th July. Trust HR Manager continues to meet with the Acting Headteacher for monthly HR Meetings where any issues or concerns are raised, last meeting held on 2nd July 2021. This meeting is in addition to the ongoing support that is provided as and when required. In addition, Trust HR Manager meets with CEO weekly and the CEO and Director of Operations fortnightly to discuss any concerns, last meeting held the last meeting was held on 9th July 2021.

Head of continues to refer all formal matters to the Trust HR Advisor and HR Manager, regular contact remains in place between the HR central team and Head of School and Administrative Offer. No new concerns were raised in the Autumn Term 2021. Last HR Monthly meeting held between the HR central team and the Head of School on the 16th December 2021.

The HR Manager meets with the CEO weekly and monthly with CEO and Director of Operations to discuss any concerns, the last meetings were held on 31st and 23rd March 2022. The Trust HR Manager and HR Advisor meet with the Head of School for the monthly HR meeting. Last meeting held on the 31st March 2022. Trust HR Manager and HR Advisor meet with the Stone King link advisor on a regular basis.

H2.5 Head of School to have an open door policy which supports staff wellbeing and to identify any issues or concerns at an early stage so they can be supported. Staff were reminded of the confidential care that is offered to all Trust staff. Feedback from those staff who have accessed the service have been very positive. One member of support staff requested a reduction in their contracted hours to support their personal needs, this was reviewed by the Head of School and Trust HR Manager and was agreed.

The staff survey conducted in the Autumn Term 2021 showed that 67% of staff felt that the school handles staff personal and personnel issues well, this is a decrease of 33% from the 100% achieved in Autumn Term 2020. 75% of staff felt that the school was well led and managed, 25% lower than the 100% in Autumn Term 2020 and 13% below the Trust average. 75% of staff felt that staff morale was good, a 25% decrease from the 100% in Autumn Term 2020 and 5.7% below the Trust average. 75% of staff felt that their workload was manageable, a 19% decrease from the 94.1% achieved in the Autumn Term 2020 and 10.6% below the Trust average.

The staff survey conducted in the Spring Term 2022 showed that 85% of staff felt that the school handles staff personal and personnel issues well, this is an increase of 18% from the 67% from the staff survey in the Autumn Term 2021 and 3% above the Trust average. 62% of staff felt that the school was well led and managed a further decline of 13% from Autumn Term results and 26% below the Trust average. Spring Term staff survey showed a further decrease in staff morale from 75% in Autumn Term 2021 to 39% in Spring Term 2022, a 37% decrease and 42% below the Trust average. The Trust HR Manager spent a number of days based at the school during the Spring Term to help support.

H2.6 Communication with parents is good, newsletters, open evenings and a good use of social media is in place. Staff changes are communicated to all stakeholders through the School Newsletter and letters home. Governors are aware of the potential risks to the school's reputation and deal with such matters appropriately and sensitively. There are currently no issues, which cause concern.

Weekly Newsletter is used to communicate and update parents with information. The student and parent platform DOJO is also used.

H2.7 Weekly staff meeting is held with all staff, the Head of School has an open door policy. Any concerns or complaints raised by staff are investigated and dealt with accordingly, following the appropriate approved policy to ensure consistency and compliance.

Weekly staff meeting continues to be held, during the challenging Covid outbreak in the Autumn Term physical meeting were halted to limit contact. The Head of School circulating information at the start of the week for the week ahead in its place. Trust HR Manger has recommended that meetings are also held virtually so staff have the opportunity to come together and also raise any points or concerns. The staff survey conducted in the Autumn Term 2021 showed that that 67% of staff felt that the school handles staff personal and personnel issues well, this is a decrease of 33% from the 100% achieved in Autumn Term 2020. Trust HR Manager and HR Advisor continue to meet with the Head of School for monthly HR meetings where any concerns or issues are shared. Last meeting held 16th December 2021.

A new communication staff board has been introduced in the staff room. Weekly staff briefings are now held on a Monday before school and staff meetings are held weekly after school. The Trust central team have been based at the school for a number of weeks in the Spring Term.

H2.8 Five members of staff left during the summer term, three members of teaching staff and two members of support staff, equating to 27.8% of the existing staff at the beginning of the academic year 2020/2021. One member of support staff left for personal reasons and the other for a promotion in a new school. Two members of teaching staff left for a change in career and the third for a different role in another school. Trust HR Manager meets with the Acting Headteacher for the monthly HR Meetings, last meeting held on 2nd July 2021.

One member of Teaching Staff left during the Autumn Term 2021 due to personal reasons, their resignation had been submitted at the end of the Summer Term.

No members of staff left the school in the Spring Term. Two members of teaching staff will leave the school in the Summer Term.

H2.9 The school can demonstrate that staff are not being discriminated against the 9 protected characteristics, as there is no evidence, grievances or complaints reflecting them. The school includes a paragraph in all adverts relating to equality. A Skills Audit is conducted fairness in new roles, to ensure fairness and that all are treated equally.

We consider ourselves White for this section because although systems and processes remain in place between the school and the central team; there are opportunities to improve some staff focused areas following the staff survey in the Autumn Term 2021 and Spring Term 2022. An additional staff survey will be conducted in the Autumn Term 2022.

The main actions required to improve/maintain this rating are ...

- Additional staff survey to be conducted in the Spring Term
- Trust HR Manager to continue to arrange a scheduled monthly meeting with Headteacher in addition to ongoing communication
- Trust HR Manager is point of contact for Headteacher and Acting Assistant Headteacher
- Communication with parents to continue to be good and maintaining the good relationship

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- LGB minutes
- Staff survey results from Autumn Term 2021 & 2020
- Adverts and job descriptions
- OH referrals/ reports & phased return plans

Summary of key points of last LGB discussion:

H2 - rating moved from green to white - this was due to a marked decline in the results of the staff survey, however they were confident that the figures will improve in the next round. Processes are in place with any issues brought up and tackled during the monthly HR meetings.

H3 – Development	Rating:	RED	<u>WHITE</u> XXXXXX	GREEN
<p>Guiding questions:</p> <p>H3.1 Does staff development information show relevant, fairly distributed and cost effective training for both teaching and support staff?</p> <p>H3.2 Is evidence in place of succession plans for all key roles?</p> <p>H3.3 Do effective staff have opportunities for progression at the school?</p> <p>H3.4 Is INSET training being used effectively by the school to raise standards and deliver school development priorities?</p> <p>H3.5 Is there evidence that training and intervention are leading to improvement in the quality of leadership, management, teaching and learning?</p> <p>H3.6 Is there evidence of staff satisfaction in the school and how is this measured?</p> <p>H3.7 Are governors aware of the appraisal process, how is performance managed, is there evidence from staff that they feel supported with any appeals being addressed appropriately?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>H3.1 New starters that join the school to complete review meetings with their line manager during the probationary period. This ensures any concerns or needs are identified and addressed. Collaborative training across the rural schools shares best practice. CPD and staff training recorded within the Bluesky training system to help support staff objectives and appraisal. Trust HR Manager continues to meet with the Acting Headteacher for monthly HR Meetings to discuss training needs, planned training and development opportunities, last meeting held on 2nd July 2021. Training continues to be put onto the Bluesky performance management system. External training requests are submitted to the Head of School for review. Trust HR Manager and HR Advisor met with the Headteacher on the 16th December. The Trust HR Manager and HR Advisor meet with the Head of School for the monthly HR meeting where staff development opportunities are discussed. The last meeting was held on the 31st March 2022.</p> <p>H3.2 The Headship structure for 2021/2022 was approved by Pay and Personnel Committee in June 2021. Trust HR Manger to have regular contact and support the Office Administrator in their role. Any gaps in knowledge to be support and addressed. New SENDCO on the Leadership scale was appointed in the Autumn Term who joins the school at the start of the Spring Term, they will be working an additional day a week providing an extra day from the previous colleague. The new Executive Headteacher and Head of School due to join the school in the Summer Term 2022 re both internal promotions from another Trust school.</p> <p>H3.3 94% of staff felt that the school makes appropriate provision for their professional development, an 8% increase from the survey conducted in the Spring Term 2020 and 7% above the Trust average. Of the existing staff 1.99% of staff have had an internal promotion where opportunities for them to develop have been successfully secured.</p> <p>H3.4 A detailed training schedule for the summer term was put in place and delivered to staff. A training schedule for the Autumn Term 2021, can be found as an appendix A training schedule for the Spring Term 2022, can be found as an appendix. A number of the sessions were replaced with staff focused sessions and meetings.</p> <p>H3.5 Lesson observations continued to be completed by the Acting Headteacher during the Summer Term. From September the Executive Headteacher and Head of school would complete lesson walks using the LIFE template. The Head of School confirmed that a Learning Walk is conducted twice a week by the Head of School, any generic feedback is given to staff at the staff meeting, any feedback relating to an individual colleague is feedback 1-2-1 confidentially. Lesson Observations are conducted by the Head of School and Rural Primary subject leaders. All feedback is given confidentially to the individual. This focuses on good practice and identifies behavioural concerns. They help to measure the impact of staff training previously delivered.</p>				

H3.6 The Staff survey results from Autumn 2021 showed that for the past three years an impressive 100% were proud to be a member of staff at the school, 2.6% above the Trust average and 91.7% were proud to be a member LIFE Education Trust, a 10% increase from the result in 2020. 100% felt that the school had a clear vision and core values, consistent with the result achieved in 2020/ 75% of staff felt that the morale was good, a decrease of 25% from the result in Autumn Term 2020. For the second year 100% of staff felt that their contribution to the school was valued, 16.3% above the Trust average and 92% felt that they had the opportunity to raise suggestions and concerns, an 8% decrease from 100% achieved in Autumn Term 2020, but still 5% above the Trust average. Since the start of the academic year only one member of Teaching Staff has left the school. This was for personal reason and the resignation was submitted at the end of the Summer Term.

The Spring Term staff survey showed a further decrease in staff morale from 75% in Autumn Term 2021 to 39% in Spring Term 2022, a 37% decrease and 42% below the Trust average. Again, an impressive 100% of staff were proud to be a member on the school, 2.6% above the Trust average. Trust HR Manager continues to meet with the Head of School for monthly HR meetings, last meeting held on 31st March 2022. This is in addition to a number of days based at the school to support during staff shortages.

H3.7 Bluesky performance management system is used to record and manage the appraisal process within the Trust as reflect in the Trust Appraisal policy. Three members of teaching staff are eligible to apply for threshold this year with the application deadline of 31st October 2021. One member of teaching staff will increase automatically on the main scale.

Teacher Appraisal meetings were held in the Autumn Term with the Head of School where previous targets were reviewed and objective setting for 2021/2022 were discussed and agreed. Appraisal meetings have been reflected in Bluesky. Of the three staff who were eligible for pay progression none submitted applications. Support staff Appraisals to be scheduled for review of the 2021 targets and setting of new 2022 targets in the Spring Term. Meetings will be held by the Head of School.

All support staff eligible to receive an incremental increase from the 1st April 2022 were successful in doing so as no concerns around performance or capability had been raised. Support Staff Appraisals to be schedule and completed.

We consider ourselves White for this section because a there are opportunities to improve some staff focused areas following the staff survey in the Autumn Term 2021 and Spring Term 2022. Support staff appraisals need to be scheduled and held.

The main actions required to improve/maintain this rating are ...

- To maintain high standards and maintain the training with new staff
- Additional staff survey to be conducted in the Spring Term 2022
- Support Staff Appraisal meetings to be scheduled and held
- Detailed training programme to remain
- Review staff retention
- Trust HR Manager and HR Advisor to continue to hold monthly meetings with the Head of School

Additional evidence seen at the Healthcheck meeting: *(available to the LGB if requested)*

- Bluesky support guide
- Bluesky reports
- Staff survey results Autumn Term 2021
- Staff training timetable
- Pay progression applications
- Staff survey 2020 / 2021

Summary of key points of last LGB discussion:

H3 - Green. The appraisal system within BlueSky remains- in place, CPD is tracked, enabling staff to build up a personal profile to be reviewed at the end of the appraisal period. A detailed training programme remains in place with the rest of the Rural Primaries - there were regular learning walks, lessons observations and feedback. Provided to those members of staff.



Dame Tipping March 2022 Month End Report

At the end of March 2022 the overall variance was a surplus of £47.7k.

This report highlights variances over 5% against budget.

Income

There is a surplus variance of £8k for the period ending March 2022.

ESFA / Core Income

- Nothing to note.

Other Income

- Catering income is £1.4K higher than budgeted.
- Clubs income is £3.2k higher than budgeted as more clubs have been opened since the revised budget was agreed.

Expenditure

There is an overall underspend of £39.7k for the period ending March 2022.

Staff Costs

- There is an underspend on staff costs of £18.8k.
- There is an underspend on Teaching Staff costs of £7.3K. A Teacher has been overstated which will result in a surplus of £16.6k for all teaching staff.
- There is an underspend on Support Staff costs of £4K. This is due to an overstatement of a MDA which will impact the budget by £4.1k over the year. It is also due to an overstatement of the ASO salary point which will impact the budget by £0.6k for the year. A member of support staff has opted out of the pension scheme which impacts the budget by £4.3k over the year.
- There is an underspend on agency staff of £7.4k. Awaiting April invoices. Agency costs have been overstated by £13.5k as R Roe is part time, although a lot of this will be used by agency staff that have been used in recent weeks due to an high staff absence levels.

Other Occupational Costs

- Cleaning contract is underspent by £0.5k. We are waiting for invoices for February onwards.
- Cleaning materials are underspent by £0.7k. No orders have been placed since Christmas.
- Utilities are underspent by £3.8k as invoices are received 1 month in arrears.
- Health and Safety is underspent by £2.3k as we are awaiting the annual invoice for 20-21 for the SLA from Havering. This has just been received and now needs recharging.

Educational Supplies and Services

- Educational resources are overspent by £0.6k for this month as a large book order went through.
- IT consumables is overspent by £2.6k this is due installing new WIFI costing £2.5k.
- Professional fees are underspend by £4.2k. This relates to the primary sports provision which has yet to be spent.

Other Supplies and Services

- Catering is underspent by £8K due to outstanding invoices, lower expenditure than budgeted, and a refund of £2k relating to the furlough grant in the 2020/21 academic year.
- Printing and stationery costs are underspent by £1.6k. Copying costs are now all included in the printer rental costs.

Staff Development

- Staff development is underspent by £1.4K.

Revised Budget Financial Summary as at 31st March 2022

Reserves b/f 2020/21	£ 15,729
Income for the year 2021/22	£719,603
Expenditure for the year 2021/22	£719,149
Trust Contribution	£ 20,000
Capital expenditure	£20,000
Current Forecast Surplus @ 31/08/2022	£ 16,183

Forecast Budget Financial Summary as at 31st March 2022

Reserves b/f 2020/21	£ 15,729
Income for the year 2021/22	£719,603
Expenditure for the year 2021/22	£688,114
Trust Contribution	£ 20,000
Capital Expenditure for new office	£20,000
Contribution to Capital / CIF Projects 20/21 – retention	£1,884
Current Forecast Surplus @ 31/08/2022	£ 45,334

Management Accounts Report



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Selection Criteria:

Company(s) - **Standard Academy V6** ; Location(s) - **DAM - Dame Tipping Primary School** ; Period - **2021/22.07** ; Year End Period(s) - **None** ; Budget - **REVISED BUDGET 2021-2022** ; Comparative Budget - **None** ; Cost Type(s) - **As Selected** ; Activities - **As Selected** ; Include Commitments - **No** ; Show Detail Lines - **Hide** ; Show Current Period Section - **No** ; Show Location As - **Non-Consolidated**

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	DAM - Dame Tipping Primary School					
	YTD TOTALS			FULL YEAR		SPENT
	Actual	REVISED BUDGET 2021-2022	Variance	REVISED BUDGET 2021-2022	Forecast	(%)
Income						
A0 - GAG funding	341,708.05	341,452.00	256.05	591,038.00	591,294.05	57.81 %
A2 - Other Govt Grants	74,964.28	72,641.00	2,323.28	118,956.00	121,279.28	63.02 %
A3 - Private Sector Funding	202.90	-	202.90	-	202.90	-
A4 - Other Income	11,252.00	6,115.00	5,137.00	9,609.00	14,746.00	117.10 %
Total Income	428,127.23	420,208.00	7,919.23	719,603.00	727,522.23	59.49 %
Expenditure						
Staffing Expenditure						
B0 - Teaching Staff	159,316.51	166,691.00	7,374.49	285,762.00	278,387.51	55.75 %
B1 - Educational Support Staff	97,459.84	97,083.00	(376.84)	166,444.00	166,820.84	58.55 %
B2 - Premises Staffing	4,522.35	5,318.00	795.65	7,406.00	6,610.35	61.06 %
B3 - Admin Staffing	22,032.07	22,365.00	332.93	38,346.00	38,013.07	57.46 %
B4 - Other Staff	6,322.00	9,639.00	3,317.00	16,526.00	13,209.00	38.25 %
B5 - Agency Staff	10,198.66	17,640.00	7,441.34	30,250.00	22,808.66	33.71 %
B6 - SLT Staff Costs	-	-	-	-	-	-
Total Staffing Expenditure	299,851.43	318,736.00	18,884.57	544,734.00	525,849.43	55.05 %
C0 - Maintenance of Premises	4,548.91	4,354.00	(194.91)	7,475.00	7,669.91	60.85 %
C1 - Other Occupational Costs	4,125.75	11,945.00	7,819.25	20,323.00	12,503.75	20.30 %
D0 - Educational Supplies and Services	25,231.30	27,390.00	2,158.70	43,731.00	41,572.30	57.70 %
E0 - Other Supplies and Services	45,799.79	55,083.00	9,283.21	91,286.00	82,002.79	50.17 %
F0 - ICT Costs (Non Capital)	3,560.95	3,872.00	311.05	7,600.00	7,288.95	46.85 %
G0 - Staff Development	839.15	2,331.00	1,491.85	4,000.00	2,508.15	20.98 %
H0 - Other GAG Expenses	-	-	-	-	-	-
I0 - Depreciation	-	-	-	-	-	-
Total Other Expenditure	84,105.85	104,975.00	20,869.15	174,415.00	153,545.85	48.22 %
Total Expenditure	383,957.28	423,711.00	39,753.72	719,149.00	679,395.28	53.39 %

Management Accounts Report



[Click to return](#)

Selection Criteria:

Company(s) - **Standard Academy V6** ; Location(s) - **DAM - Dame Tipping Primary School** ; Period - **2021/22.07** ; Year End Period(s) - **None** ; Budget - **REVISED BUDGET 2021-2022** ; Comparative Budget - **None** ; Cost Type(s) - **As Selected** ; Activities - **As Selected** ; Include Commitments - **No** ; Show Detail Lines - **Hide** ; Show Current Period Section - **No** ; Show Location As - **Non-Consolidated**

[Open Account Enquiry](#)

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Surplus / (Deficit) excl. Capital	44,169.95	(3,503.00)	47,672.95	454.00	48,126.95	
Notes to the Management Accounts						
Capital						
Capital Income						
W0 - Capital Income	4,340.00	-	4,340.00	-	4,340.00	-
Total Capital Income	4,340.00	-	4,340.00	-	4,340.00	-
Capital Expenditure						
W1 - Capital Expenditure	4,340.00	-	(4,340.00)	-	4,340.00	-
Total Capital Expenditure	4,340.00	-	(4,340.00)	-	4,340.00	-
Total Capital Funds	-	-	-	-	-	-
Surplus / (Deficit) inc. Capital	44,169.95	(3,503.00)	47,672.95	454.00	48,126.95	

F1 – Viability	Rating:	RED	WHITE	GREEN X
Guiding Questions: F1.1 Are Governors aware of the budget setting process? Has the Academy set an in year balanced budget? F1.2 Is there evidence of a 3-year financial forecast. Does this include realistic assumptions and pupil number estimates? F1.3 Have Governors received the audited accounts? Does this illustrate that the Trust is a 'going concern'? F1.4 Are Governors aware that the Trust financial statements include the publication of executive pay which must also be included on the Trust website? F1.5 What evidence is available to Governors to demonstrate that monthly management accounts are produced which include a variance report? F1.6 Do Governors receive termly pupil numbers and projections? F1.7 Have any legal cases been lodged against the school? Has the potential financial implication been accounted for?				AFH 2.10 2.1.1 1.14,2.8.1 2.32 2.19 2.18 2.12
School's information and narrative – (to include actions and impact since last Healthcheck)				
<p>F1.1</p> <ul style="list-style-type: none"> A balanced budget for 2021/22 is currently being compiled. Thomas (Head of Finance), Amy Holmes (Headteacher), Marcia Hagon (Link Finance Governor), Greg Brome (Chair of Governors), Denise (Operations Director) will meet to discuss the first draft of the budget. This will be presented for approval by the Finance and Facilities Committee on 8th June, and will be presented to the LGB in the July meeting. We have received the GAG statement on 23rd February 2021 and the above process is being followed to prepare the new budget. The school's proposed 2021/22 balanced budget recommended to the Board of Trustees by Finance and Facilities Committee were approved on the 10th July 2021. The school's revised 2021/22 balanced budget recommended to the Board of Trustees by Finance and Facilities Committee were approved on the 16th November 2021. A balanced budget for 2022/23 is currently being compiled. The first draft was sent to Head of School on 1st April 2022. Denise Broom (Operations Director) and the Head of School will meet to discuss the first draft of the budget on 28th April 2022. This will be presented for approval by the Finance and Facilities Committee on 14th June, and will be presented to the LGB in the July meeting. We have received the GAG statement on 17th February 2022 and the above process is being followed to prepare the new budget. <p>F1.2</p> <ul style="list-style-type: none"> The 3-year forecast is compiled by the Trust on the basis of the current budget and forecast outturn. All known assumptions are included. A new 3-Year Budget Forecast was approved on 16th November 2021 <p>F1.3</p> <ul style="list-style-type: none"> The academies accounts return (AAR) was filed with the Department of Education on the 20th January 2022. The trustees report within the financial statements include a going concern paragraph which confirms that the trustees have considered the impact of the Covid-19 pandemic on the Trust's activities and financial position and have reviewed the forecasts for a period of at least twelve months following the date of approval of the financial statement. On this basis they conclude that the trust has adequate resources to continue in operational existence for the foreseeable future and is therefore a going concern. The going concern basis has therefore been adopted in preparation of the financial statements (see page 40 of the financial statements). The auditors refer to this statement in their report on page 32 and consider it appropriate. The 2020/21 audit fieldwork took place in October 2021. The audited accounts for 2020/21 were reviewed by the Finance and Facilities Committee on 16th November 2021. At this meeting, the audit partner, Mr James Cross, presented the audited accounts and the auditors' management letter that sets out the findings of the audit and any matters for improvement. The Committee members were given the opportunity to ask questions of the audit partner relating to the audit process. The audited accounts were approved by the Trust Board on 24 November 2021. 				

F1.4

- Governors are aware that the Trust financial statements include the publication of executive pay and this will be highlighted when the financial statements are presented to the LGB at the January meeting. Governors were reminded at the last Healthcheck meeting this information is also published on the Trust website.

F1.5

- A monthly outturn report is produced which highlights variances against budget and provides an explanation for any significant variances. The reports are presented to the governors at each LGB meeting. This forms the basis for capturing any foreseen events to assess impact on forecast outturn.
- This report was sent to S Ley from D Broom on 27th April 2022 (March report).
- The reports are presented to the governors at each LGB meeting. The last meeting was held on the 29th March 2022.

F1.6

- Pupil number estimates are included a key budget assumption that is reported as part of the budget setting process and in the preparation of the 3-year forecasts. They are again reviewed when the budget is revised in November each year. Projections for the year are included as part of the monthly management accounts.

F1.7 There are no legal cases lodged against the school.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be GREEN for this section as a balanced budget has now been set for the current year and there is an in-year surplus of £454. The audited accounts have also been produced and confirm the funds carried forward from last year are £15,729 for Dame Tipping.

LIFE Education Trust are giving Dame Tipping £20,000 towards the reconfiguration of the Y3/4 classroom.

The main actions required to MAINTAIN this rating are:

- **Closely monitor the revised 2021/22 budget to anticipate and mitigate any shortfalls and ensure a balanced budget remains**
- **The Financial Procedures Manual to be reviewed by staff – this will explain the systems and protocols that are expected by LIFE schools in preparation for the 2021/22 internal and external audit visits.**
- **Termly meetings are held with the Admin Support Officers to help keep them up to date with finance regulations and good practice.**
- **Bi-weekly meetings are held with Executive Head to review variances in real time to ensure budgets are closely followed.**

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Signed Audited accounts for 2020/2021
- Management Report
- ESFA Notifications
- Three-year financial forecasts
- Financial Procedures Manual

Summary of key points of previous LGB discussion:

F1 - There is an in year balanced budget (in line with the Academies Trust Handbook), a 3 year forecast has been produced and approved. All audit field work has taken place and no pertinent points were raised about Dame Tipping. Monthly meetings take place to discuss the accounts, there was a meeting last week and it is all on track with no cause for concern. There is a carry forward figure of £15k and the £20k contribution from Trust, The Chair asked if donation would cover cost of wall and was reassured that this covered the most recent quote with a considerable contingency built in. One of the Smart Boards, donated by Benhurst, will be fitted on the new wall and there would be an additional cost of installation etc, The work was due to take place during half term - the boards are larger and have more capabilities than the current ones. The Head of Operations explained that Stella McCarthy at Benhurst, is an ambassador for 'Smart' - they offer a large discount as they are keen for the latest models to be in the school and be a 'showcase'.

F2 – Probity	Rating:	RED	WHITE	GREEN X
Guiding Questions F2.1 Have Governors received the annual letter which is sent to the accounting officer covering issues such as developments in the accountability framework? F2.2 Does the Academy have a register of interests for Trustees and budget holders in place? Are there measures in place to manage conflicts of interest and any relationships with related parties? Can these be proved to be in accordance with the Academy Trust Handbook F2.3 What evidence is there that any management letter points raised by auditors have been responded to, and within a timeframe set by the ESFA F2.4 Who is the Trust's external auditor? Are Governors aware of their term and the requirement to retender every 5 years? F2.5 Can the school demonstrate how it is delivering assurance through independent challenge e.g. internal audit, or any other means identified in the Academy Trust Handbook? F2.6 Have Governors seen evidence of internal audit reports? How are risks reviewed and the frequency? What evidence is in place to show that internal audit is undertaken by an independent auditor? Have all internal audit requirements been met including the demonstration that funds must not be used to purchase alcohol? F2.7 Have Governors seen the structure of the Executive team and their areas of responsibility? F2.8 Have Governors seen the scope of work for internal audit?				AFH 1.2.2 3.10.1- 3.10.22 3.16 4.5 3.22 3.15 3.17, 3.20 2.35 1.4,1.8 1.26,1.36,1.37,1.38 3.1,3.18,3.23 3.15
School's information and narrative – (to include actions and impact since last Healthcheck)				
F2.1 <ul style="list-style-type: none"> The annual letter sent to Accounting Officer is distributed to Governors in the Autumn Term along with the Academies Financial Handbook. All developments and issues raised are discussed at this meeting. The annual ESFA Letter to Academy Trust Accounting Officers was shared with all Chairs and Governors on the 14th July 2021. The letter will be included in Agenda packs for deliberations in the Autumn Governors meeting. F2.2 <ul style="list-style-type: none"> The register of interests is maintained by the Clerk. Budget holders register of interests are held in the FBA finance office. Any declared interests are reported to the Finance & Facilities Committee and are reviewed as part of the internal and external audit process. Any identified interests are managed in line with the Academies Financial Handbook and brought to the attention of the external auditors to verify that the 'at cost' requirement has been met (where transactions with related parties exist). F2.3 <ul style="list-style-type: none"> There were no Management Points raised by the Auditors, specific to Dame Tipping. F2.4 <ul style="list-style-type: none"> The Trust's external auditor is Moore Kingston Smith LLP. The year ended 31 August 2020 was the final year of their 3-year term. Governors were informed at the last Healthcheck meeting – the re-appointment of Moore Kingston Smith LLP by the Trustees at the last members meeting for another 3-year term. The end of the current re-appointment will be 6 years of continuous service, which breaches the new Academy Trust Handbook (ATH) requirement to retender after 5 years. Trustees will discuss options and decide on the appropriate measures to prevent breaching the ATH. F2.5 <ul style="list-style-type: none"> The Trust employs SBM Services to deliver its programme of internal scrutiny, as required by the Academies Financial Handbook. The scope of work covers 9 keys areas that are reviewed on a rotational basis. The smaller primary schools have an annual visit. This visit took place during the week commencing 14th March 2022. The internal auditor looked at the purchasing process with Trudy Wakeman (Admin Support Officer). The report is yet to be published, but will be made available once it is finalised. . 				

- The **Spring** Healthcheck Reports have been produced to be discussed with Link Governor ahead of a comprehensive discussion at full LGB meetings.
- The Trust's Internal Audit was carried out remotely in July 2021 and the reports were shared with Finance and Facilities on 16th November 2021.

F2.6

- Internal audit visits are carried out on a termly basis by an external consultant SBM Services and reports are shared with the Governors. Using an external consultant to carry out the internal audit assures independence. The Trust has 3 visits per year for FBA and Benhurst and an annual visit for the smaller primary schools. The reports are shared with the LGB.
- The scope of the work is reviewed by SBM at the start of every year to ensure that it considers any changes in the Academies Financial Handbook. Risks are reviewed at the start of the year, for example, risks associated with the introduction of the new finance and payroll system were highlighted and reviewed in the first internal audit visit of this year (for FBA and Benhurst), covering the payroll and purchasing areas. **An audit of the internal payroll system was carried out in February 2022. The report will be shared with Finance and Facilities on 14th June 2022. The internal auditors have confirmed that their compliance checks in particular relation to HMRC and pension providers.**
- SBM Services ensure that all internal audit requirements are met as part of their engagement including the demonstration that funds must not be used to purchase alcohol - this forms part of their review of purchasing.
- The Trust's Internal Audit was carried out remotely in July 2021 and the reports were made available over the Summer and will be shared with Governors at the November Governor's meeting. Implemented actions will be reported at subsequent meetings to allow Governors to monitor progress.

F2.7

- Governors are aware of the structure of the Trust. 'Trust Issues' is a standing agenda item at each LGB meeting to inform governors of trust business.
- Chairs & Vice Chairs also meet termly with the Trust CEO where details of all relevant Trust updates are shared.

F2.8

- The 2021/22 year's Internal Audit Scope was agreed by the Trust board on the 16th November 2021.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be GREEN for this section as academy has been subject to an internal and external audit and no significant points were raised regarding probity at Dame Tipping.

The main actions required to maintain this rating are to ensure full compliance of the Academy Trust Handbook and associated internal and external audit measures are in place to evidence these.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

Signed Audited accounts

Annual letter to accounting officers from Eileen Milner from ESFA

Link to the **Academy Trust Handbook** added to Healthcheck

https://assets.publishing.service.gov.uk/media/60c8d0318fa8f57ce8c4621e/Academy_trust_handbook_2021.pdf

Monthly management accounts

Summary of key points of previous LGB discussion:

F2 - There is an internal audit in place, the scope is agreed by the Finance and Facilities committee annually and is a requirement of ESFA. This is then shared with all the schools within the Trust to ensure that all the processes are in place. There were no management letters from the external auditors about Dame Tipping.

F3 – Knowledge, Understanding, Planning & Procedures	Rating:	RED	WHITE	GREEN X
Guiding Questions F3.1 Is there evidence of benchmarking areas of high expenditure i.e. staffing? Have Governors seen the School Resource Management Self-assessment tool? F3.2 How does the school show that it has internal control risk management processes in place? F3.3 What dated evidence is available to Governors to see that all ESFA deadlines for financial returns have been met? F3.4 Have all Governors received the Academy Trust Handbook, with the annual summary of changes? F3.5 Is there a Scheme of Delegation of financial powers in place? Is there evidence that this has been reviewed annually? F3.6 Does the school have adequate insurance in place? If external provider, has this been evaluated against the DfE's risk protection arrangement? F3.7 Are Governors aware of the sources of income generation? Is the statutory charging policy in place? F3.8 Does the school have a financial manual in place? Is there evidence to show that it has been aligned with the Academy Trust Handbook on an annual basis? F3.9 Are Governors aware that the Trust has a risk register in place? What is the LGB input to this? F3.10 Are Governors aware of the risk of cybercrime? Are their measures in place to mitigate this? Are Governors aware of action to be taken if a cyber-security incident occurred?				AFH 2.14, 6.8 3.1,3.15 2.15 4.1 2.13,2.3.3 2.11 2.4 2.4 2.5.1 2.38 6.16
<p>F3.1</p> <ul style="list-style-type: none"> A benchmarking exercise took place as part of the 2020/21 budget setting process using the ESFA schools resource management self-assessment tool. The tool produces a dashboard which shows how the school's data compares to thresholds on a range of statistics that have been identified as indicators for good resource management and outcomes. The benchmarking exercise used the data from 2019/20 projections and identified the spend on teaching staff as a proportion of total expenditure to be low and the spend on educational support staff to be high, explained by the use of HLTA's to deliver some classes. Review of the staffing structure will continue in 2020/21. The benchmarking exercise will take place during each budget setting cycle. From 2021 it is now compulsory to complete and submit this form by 15 March 2022. The ESFA have changed the format of the School Resource Management Self Assessment Tool (SRMSAT) for 21/22 – we are no longer required to submit a dashboard. The ESFA will produce metrics for benchmarking from the Academies Accounts Return (AAR) submission. <p>F3.2</p> <ul style="list-style-type: none"> Internal audit visits take place on an annual basis to review internal controls. Internal controls are aligned to the requirements of the Academies Financial Handbook through the Trust financial procedures manual. Internal audit reports are reviewed by the LGB annually. The 2020/21 Internal Audit Report was shared with Finance and Facilities Committee on 16th November 2021. <p>F3.3</p> <ul style="list-style-type: none"> Evidence is available at trust level from the Trust Operations Director and the Senior Finance Officer. <ul style="list-style-type: none"> The academies accounts return (AAR) was filed with the Department of Education on the 20th January 2022. The SRMSAT return was submitted on the 15th March 2022. The Trust's Budget Forecast Return was submitted on the 26th July 2021 The governors are informed of annual requirements when the Academies Financial Handbook is sent to governors in the Autumn term, with a summary of changes. <p>The following deadlines have been met in the first term of 2021/2022:</p> <ul style="list-style-type: none"> The budget forecast return 3 year submitted on 26th July 2021. 				

- Autumn School census submitted on: 17th November 2021.
- Land and Buildings collection Tool submitted on 5th November 2021.
- Trust financial statements, management letter and annual internal scrutiny report submitted on 31 December 2021.

The following deadlines have been met in the second term of 2021/2022:

- Spring School census was submitted on 21st January 2022.
- Audited Accounts return was submitted on 20th January 2022.
- 2020-2021 audited financial statements were published on the LIFE website in January 2022 <https://lifeeducationtrust.com/wp-content/uploads/2022/01/Signed-2021-Accounts.pdf>
- The SRMSAT return was submitted on 15th March 2022.

F3.4

- The 2021/22 version – The Academy Trust Handbook along with the summary of changes were sent to Governors on the 17th June 2021.

F3.5

- The Trust's Scheme of delegation can be located on the LIFE Website. Evidence can be found in minutes of committee meetings and also internal audit reports. The latest scheme of delegation was approved at the November 2020 LIFE Board meeting.
- The latest version including annual Academy Trust Handbook updates and Trust updates was reviewed and approved by the LGB on the 20th September 2021.

F3.6

- Adequate insurance is in place via Zurich Insurance. The renewal for 2021-2022 was evaluated against the DfE's RPA cost of £18 per pupil. As a Trust wide policy, Zurich offered a more comprehensive cover for the same cost. This exercise will be repeated in good time before renewal next year.

F3.7

- Governors are aware of the sources of income generation and these are reported on in the monthly outturn reports. The statutory charging and remissions policy are in place.

F3.8

- The finance manual is reviewed and updated in line with the Academies Financial Handbook. The internal auditor uses it as a basis for testing to inform Governors that it is being adhered to. The finance procedures manual is updated annually by the Trust (last updated December 2021) and circulated to each school.
- The Finance Procedures Manual can be found <https://lifeeducationtrust.com/wp-content/uploads/2021/12/LIFE-Finance-Procedures-Manual-Ratified-Dec-2021.pdf>
- The Trust Finance manual has been updated with the Academy Trust Handbook changes and was reviewed and approved by the Trust Board at the 16th November 2021 meeting.

F3.9

- Governors are aware of the existence of the Trust's risk register which is reviewed by the Trust board termly and shared with the LGB annually. Any feedback from LGB members on the risk register is considered by the Trust board.

F3.10

- Governors have been briefed of the Trust's awareness of the risk of cyber crime and informed of work being done to mitigate this risk. A digital strategy which sets out the Trust's risk mitigation plans including a move to cloud based server hosting and also taking out insurance policies against Cybercrime has been developed for discussion and approval at the Trust Board's 7th September 2021 meeting. This will be shared with Governors thereafter.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be **GREEN** or this section as all areas have been met.

Deadlines with the ESFA have been met and regular meetings are held to ensure knowledge and understanding at all levels.

The main action required to maintain this rating are to ensure that adequate risk mitigating measures are in place. To provide sufficient evidence to enable Governors to assure themselves of the adequacy of Trust governance and internal risk management controls measures being followed.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- **Internal Audit Report (2020/21 report 16th November 2021)**
- **2021/22 Trust Board Approved budget**
- **2021/22 Revised budget**
- **Academy Trust Handbook**
- **Scheme of Delegation - (Updated version 16th November 2021)**
- **Finance Manual - (Updated version 16th November 2021)**
- **Charging and remission policy**

- **E-mail confirmation of submissions to the ESFA are available**

Summary of key points of previous LGB discussion:

F3 - There are strict deadlines that have to be adhered to for ESFA, all the returns have been submitted on time including the Trust Financial Statements that were submitted on 31/12/21. This year ESFA has been very rigorous in their monitoring and the depth of their reports from the external auditors.



	Completion Date:	Sept 2020	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
P1	Health & Safety	W	W	W	G	G	G
P2	Condition	G	G	G	G	G	G
P3	Planning, Review & Staffing	G	G	G	G	G	G

Premises Healthcheck report for Finance & Facilities Committee

School Name: Dame Tipping **Term to which this Healthcheck applies:**

Autumn 2021 **Spring 2022** Summer 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
 Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
 White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Steve Adams, Head of Estates (School Representative)

Meeting to confirm the Healthcheck with: _____ (LIFE Exec/Link Gov) on TBC (Date)

Healthcheck presented to and agreed by the LGB on: _____ (Date)

P1 – Health & Safety	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions:</p> <p>P1.1 Are governors aware of the annual changes to the Trust Health & Safety Policy? How does the school demonstrate that all employees have received it?</p> <p>P1.2 Does the school have evidence of how Health and Safety is monitored ? What reports are produced ? What does the action plan show?</p> <p>P1.3 What evidence is there to review accident reports? How are trends investigated and reported ? What procedures are in place to record ‘near misses?’</p> <p>P1.4 How often is the Smartlog system reviewed? How can the school demonstrate compliance?</p>				
<p>School’s information and narrative – (to include actions and impact since last Healthcheck</p> <p>P1.1 The Trust Health and Safety policy is reviewed annually in conjunction with the Havering policy. All changes from the previous year are highlighted and discussed by the Finance and Facilities committee. Once agreed the policy is distributed to LGB’s to disseminate to staff. The policy is included in staff meetings at school level for them to note. The Health and Safety policy was agreed by the Board in March 2022 and then distributed to LGB’s. It was noted that a discussion had taken place with Havering and there were no changes to the existing policy.</p> <p>P1.2 The Trust has an SLA with Havering for the provision of Health and Safety which includes Health and Safety inspections, audits and the Smartlog compliance system. A Health & Safety audit was conducted by Havering’s Health & Safety advisor on 12/10/21. The audit report was received on 13/12/21. An action plan is being drawn up with timescales for implementation. The smartlog system is in place at the school. The Trust rural primary site assistant carries out the compliance and maintenance tests and records them in the Smartlog system.</p> <p>P1.3 The school has an accident book in which all accidents and near misses are recorded. This is reviewed by the Headteacher to look at any trends that may develop. The school has been registered on the oneSource Accident Reporting system in order to standardise accident reporting across the Trust. Training will be delivered prior to full implementation.</p> <p>P1.4 At the end of the Spring term the smartlog system showed 90.4% compliance.</p>				
<p>We consider ourselves to be G for this section because the Smartlog system is now in place. This will be updated by the Trust rural primary site assistant.</p> <p>The main actions required to maintain this rating are to keep Smartlog system up to date.</p>				
<p>Additional evidence: (available to the LGB if requested)</p> <ul style="list-style-type: none"> • Health and Safety policy • Covid risk assessment • Health and safety audit template • Smartlog report format 				

Summary of key points of last LGB discussion:

P1 - The Trust undertook a COVID ventilation survey in autumn term, RAG rating each classroom. Any classroom rated amber or red would require installation of a CO2 monitor or air purifier, however no high-risk rooms were identified at Dame Tipping.

Health & Safety audit by the Havering Health & Safety Advisor took place on the 12th October and the report was received on 13th December - Steve Adams is putting together an action plan which will be shared in the future. This is first audit in a while due to COVID so it had been reassuring to have a visit, provide reassurance and draw up an action plan.

The Smartlog system shows 74% compliance. Brain Bowling (Roving Site Assistant) updates the system Unfortunately the score is reduced if the data input late, even if processes are in place.

P2 – Condition of Building & Equipment	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions:</p> <p>P2.1 Is there evidence that the school is in good condition? How is this monitored?</p> <p>P2.2 Which building works have been undertaken recently? How do we know that they have added value to the school?</p> <p>P2.3 When was the condition survey carried out? What issues did this highlight? What is the cost to the budget?</p> <p>P2.4 Can the school demonstrate that it has an asset management plan in place? What is the impact on budget over the 5 years?</p> <p>P2.5 Can the school identify any Health and safety issues that need addressing? What does the plan look like to address these?</p> <p>P2.6 Is there evidence that projects eligible for CIF funding been identified? Has funding been applied for?</p>				
<p>School's information and narrative – (to include actions and impact since last Healthcheck</p> <p>P2.1 A condition survey was undertaken in November 2021. The overall survey conclusion was that the building both internally and externally “was generally in a reasonable condition”. There are regular site walks conducted by the Head and the Trust Director of Operations. Any remedial works are noted and either addressed by the rural primary site assistant or a contractor.</p> <p>P2.2 The trust secured CIF funding for replacement fire doors and associated fire safety works. This addressed the area of concern within the 2016 condition survey report as well as the Fire risk assessment. The main issues were the classroom doors which have now been replaced with 60 minute rated fire doors and the lack of compartmentalisation within the loft void. With no contribution from the school to this project the value of this work is 80K. CIF works were completed during the Easter 2021 break.</p> <p>A new multi-purpose room has been added adjacent to the school hall. The reconfiguration provides access to the school hall without interruption to the previously adjacent classroom.</p> <p>The school hall has been redecorated.</p> <p>P2.3 A condition survey was undertaken in November 2021. The overall survey conclusion was that the building both internally and externally “was generally in a reasonable condition”. The “10 year cost summary” is indicated at £156,855</p> <p>P2.4 The school uses the condition survey as the asset management plan. The projected 5 year costs are £101,600 Main block and £4,385 External.</p> <p>P2.5 A Health & Safety audit was conducted by Havering’s Health & Safety advisor on 4/11/21. The audit report was received on 13/12/21. An action plan is being drawn up with timescales for implementation.</p> <p>P2.6 The condition survey has been used to identify the priorities for CIF funding projects. Ingleton Wood ,surveyors, have been commissioned to identify projects that align with the ESFA criteria at the highest level to increase the chances of a successful bid.</p> <p>A bid has been submitted under CIF round 22/23.</p> <ul style="list-style-type: none"> • Safeguarding <ul style="list-style-type: none"> - Installation of new CCTV - Installation of new soft playground surface - Erection of new perimeter fencing and exit gate - Installation of new bin store - Total Cost £95,138.85 				
<p>We consider ourselves to be G for this section because the condition of the school has improved significantly since the condition survey in 2016. Health and safety issues have been addressed through CIF funding.</p>				

The main actions required to maintain this rating are to continue to identify projects that align with the CIF funding criteria where possible.

Additional evidence: *(available to the LGB if requested)*

- Condition survey report
- Fire risk assessment
- CIF information from ESFA

Summary of key points of last LGB discussion:

P2 - A condition survey took place in November 2021 and the school was found to be in a good condition both internally & externally. A 10 year cost survey shows a figure of £156K but it is possible that some of this could be undertaken internally.

The repositioning of the wall in the year 3/4 classroom will provide a more logical flow for the school.

A CIF bid was submitted on 13th December for a new playground area at front of school to improve safeguarding - it is for just under 100K and the outcome will be advised around June. The playground would be an advantage for the school, separating children and helping with behaviour and supervision. At lunchtime it will be better for the pupils to go straight to playground rather than through school.

P3 – Planning, Review & Staffing	Rating:	RED	WHITE	GREEN X
<p>Guiding Questions</p> <p>P3.1 Is the accommodation is suitable for pupil numbers. How does the school show that it is suitable for any future projections?</p> <p>P3.2 What evidence does the school have to show that ICT is reviewed in line with curriculum need , Management Information systems , and GDPR?</p> <p>P3.3 How does the school demonstrate that the condition survey reports are used to identify potential areas of capital investment?</p> <p>P3.4 Is the budget is allocated to the asset management plan?</p> <p>P3.5 Is there evidence that students and staff are content with the catering service? How does the school evidence this? How is 'value for money' determined? What KPIs have been set against the catering contract?</p> <p>P3.6 Is the school clean? How is this measured?</p> <p>P3.7 Can the school demonstrate that is has benchmarked areas of support staff against other schools? How does this compare?</p> <p>P3.8 Can the school demonstrate that all contracts are reviewed at least 3 months before renewal? Are Governors aware of the tendering process with particular reference to “related party transactions”?</p>				
<p>School’s information and narrative – <i>(to include actions and impact since last Healthcheck</i></p> <p>P3.1 The school can accommodate the PAN that it has currently, there is no opportunity to expand within the current footprint. The outdoor play is an area that is part grass, part hard standing which is restrictive in the Winter months. It is also only accessible across a public footpath so is a cause for concern in respect of safeguarding.</p> <p>P3.2 The school engages with the Head of IT at the Trust to ensure that the use of ICT is reflected in the curriculum. Forward planning is discussed at the termly meetings with Heads. The Director of Operations discusses management information systems with Heads as these will be changed at Trust level when necessary. An example of this is the change of finance system from FMS to PS Financials to improve efficiency and ease of working in this area. The school is part of the Trust wide contract for GDPR compliance with a contract with SBM Services for DPO management. SBM conduct audits of schools GDPR practices to ensure compliance. With the 3rd lockdown the DfE asked schools to provide a higher proportion of on-line face to face learning for pupils. This was implemented using Google classroom and the strategy published on the school website. The Trust Digital Strategy Lead has conducted an audit of IT software and hardware. This will inform future decisions regarding the use of IT in the curriculum.</p> <p>Four upgraded SMARTboards have been installed.</p> <p>P3.3 The school reports to Governors on the potential areas for capital investment through CIF funding, using the condition survey as evidence of need. This has been looked at and verified by the surveyors, Ingleton Wood.</p> <p>P3.4 The school receives a small allocation of capital funding, circa 6K to address any minor issues. Any other projects would be funded by reserves or through the CIF bidding process.</p> <p>P3.5 Catering is provided by Caterlink .There is a good uptake of meals for pupils and staff , the feedback from them is good. Parents also have the opportunity to comment in their survey.</p> <p>P3.6 The school now employs a contract cleaning company. The Head of School monitors the cleaning on a daily basis.</p> <p>P3.7 The school recognised that it was overstaffed in the learning support area. The Trust undertook a benchmarking exercise using the DfE website to produce the stats to support the implementation of a restructure. Governors reviewed this information and agreed. The ESFA have introduced a statutory return this term called the Schools Resource Management Tool. This produces a rag rated benchmarking dashboard that compares schools of similar profile and location. This will be reviewed by the Finance and Facilities Committee focussing on areas that are amber and red rated.</p> <p>Financial information from year ended 31st August will provide data for the next SRMSAT benchmarking analysis which will be shared with Governors in due course.</p>				

P3.8 The school reviews contracts held by them and in discussion with the Trust undertakes a tendering process in accordance with the scheme of delegation. Governors are given the Academies Financial Handbook in September each year which outlines the criteria for 'related party transactions.' It explains that any contracts of this kind need to be 'at cost' and these would be verified by the external auditors. Any contracts are reviewed by the Trust Finance manager before sign off.

The new Academies Financial Handbook is expected to be published in June for September implementation. The changes will be circulated to all Governors.

The Academies Trust handbook was published in June, effective 1st September. It has been renamed to reflect the wider content which is not just financial information.

We consider ourselves to be G for this section because there are good systems in place to review operational areas in the school.

The main actions required to maintain this rating are to keep these areas under review.

Additional evidence: *(available to the LGB if requested)*

- **Academies Financial handbook**

Summary of key points of last LGB discussion:

P3 - Stella McCarthy is conducting an audit of IT software & hardware so we can see how it can be used in curriculum - there are also three whiteboards to be installed in the coming weeks

The school now uses a contract cleaning company - it provides absence cover and has assisted the school greatly.



	Completion Date:	Sept 2020	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
LM1	Strategic Leadership	W	W	W	W	W	W
LM2	Educational Focus	W	W	W	W	W	W
LM3	Safeguarding & Wellbeing	W	W	W	W	W	W

Leadership and Management Healthcheck report for Standards Committee

School Name: Dame Tipping C of E Primary Term to which this Healthcheck applies: Autumn 2021 **Spring 2022** Summer 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
 Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
 White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: **Stephen Ley** (School Representative)

Meeting to confirm the Healthcheck with: Greg Brome (Link Gov)

Healthcheck presented to and agreed by the LGB on:

LM1 – Strategic Leadership	RAG Rating:	RED	<u>WHITE</u>	GREEN
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Guiding questions:

- 1.1 Pupil Premium: does the school have a PP policy and a clear rationale for expenditure? Is it reviewed regularly? What is the evidence of impact?
- 1.2 How many pupils does the school have in off-site or alternative provision? How is this quality assured?
- 1.3 How many pupils have left the school since the start of the year? Could any of these be considered as artificially “off-rolling”?
- 1.4 Is governance effective? How well does the governing body fulfil all of its statutory duties? Are there any vacancies on the LGB?
- 1.5 What training has been provided for governors? How strong and consistent is governor attendance to meetings, events and training?
- 1.6 What evidence exists to show that governors, staff and pupils support Trust events and activities?

School’s information and narrative:

1.1

Each year the school reviews the way pupil premium funding is allocated and is based on the needs of specific pupils. This is reviewed at the end of the school year and shared on the website. **The 2021-22 pupil premium provision plan and the current Pupil Premium Policy are both published on the website including the summary of impact of the 20-21 Pupil Premium policy as per statutory requirements.** LAC pupils have detailed PEPs (Personal Education Plans) which break down the spending for those individuals. These are reviewed termly by the Designated LAC teacher, Senior Learning Mentor and social worker. The last validated data for PP students was in 2019 and is as follows as well as the 2021 unvalidated data:.

Y6 Disadvantaged Attainment		
	2019 (3 children)	2021
Reading	33%	100%
Writing	33%	66%
Maths	33%	33%
SPaG	33%	66%
Comb(RWM)	33%	33%

Y6 Disadvantaged Progress				
	2019 Expected	2019 Accelerated	2021 Expected	2021 Accelerated
Reading	66%	0%	66%	0%
Writing	66%	0%	66%	0%
Maths	33%	0%	66%	0%

For the 2019 data, 2 of the 3 children joined in late in KS2, one at the end of Y5 and one at the start of Y6. This has a negative effect on the attainment and progress of the very small cohort. Projections for the Y6 2020 cohort is for Disadvantaged ARE combined to reach 66% in KS2 and 100% in KS1.

Ian Gurman undertook a Pupil Premium in February 2020, and was supported by David Denchfield and Amy Holmes. Key recommendations are a focus in 2020-21 and form part of the SDP.

The impact in 2021 of the PP strategy is as follows:

- Improved behaviour of identified pupils as a result of ELSA support.
- Slight improvement in both attainment of pupil progress pupils in comparison to peers and national averages.
- Bottom 10% received additional support through LSA support in class.

As part of the appraisal process, we have

1.2 We do not have any children in an alternative provision or off-site.

1.3

	School roll						
4/22	12/21	07/21	04/21	12/20	7/20	7/18	7/17
95	96	96	95	96	103	94	93

The school roll has remained stable, pupil numbers remain close to capacity with the spaces we have generally in years 5 and 6. Since the Autumn Term, one more pupil has left after relocating to Suffolk. We are expecting a full Reception intake next academic year which will have a big impact on pupil numbers, and unless other children leave, we should have 100 pupils on roll although there is one pupil in Year 5 who is on the waiting list for another school but has been for some time. The PAN of the school is 105. Several new pupils have started over the course of the Autumn Term, however, a similar number have left hence the relatively stable numbers throughout the year. We have lost 7 pupils this year; 5 pupils including 2 siblings relocated out of the area whilst and two pupils moved schools within the Local Authority in the Autumn Term.

1.4 1.5 Over the last two years, governance has developed and become stronger. Health check training was provided by Ian Gurman (January 2020). This session was well attended and governors feedback was that they had developed a greater understanding of their role and the importance of the Healthchecks and how to provide challenge and support. The school has commissioned the Trust to write the HR, Finance and Premises reports; these will be presented to the LGB by the Trust member of staff. There are 8 governors serving on the LGB, with Health checks allocated across the team. Governors have a range of experience and knowledge, including education, church, HR and legal backgrounds. The LGB fulfils its statutory duties and attendance to LGB meetings has improved from 87% (2018-2019) to 92% (2019-2020). The Chair and Vice-Chair are particularly active member of the LGB and regularly visit the school for formal and information meetings. The LGB have attended training provided by the LIFE Education Trust. Currently, there are 2 governors who find attendance difficult due to other commitments, these are parent governors who may not want to continue in the role at the end of their current time period which expires in the summer.

1.6

Governors are keen to be involved with the school. The chair and vice chair keep in regular contact with the Head of School and regularly visit as does Rev'd David. Chair of Governors has attended Governors' review via zoom and is in contact with the Trust's CEO.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be white for this section due to the systems in place to monitor and review the Pupil Premium expenditure and impact. The increased attendance and presence of the LGB and the attendance to training sessions supported by the LIFE Education Trust.

The main actions required to improve this rating are

- Ensure that staff surveys reflect the effectiveness of Governance within the school.
- For the LGB to continue to show challenge and support through the health checks and LGB meetings.
- Attainment of PP children in Summer data should be in line with their peers.

Additional evidence seen at the Healthcheck meeting : *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Migration report and Off rolling analysis
- Pupil Premium policy & strategy
- Pupil Premium report
- Questionnaires
- Data pack
- PPM
- LGB meeting schedule & minutes

Summary of key points of the previous LGB discussion:

LM1- Pupil premium plan & policy has been published for 2021 and the impact statement will come out by the end of January. The Year 6 attainments show an increase since 2019 figures and moving towards closing the gap for these students.

PP Strategy has led to improvements in behaviour and additional support has been provided - things are progressing well but there is still work to be done. Comparisons across the years was difficult due to the changes brought about by COVID

The school role has fluctuated around 96, there have been movements in & out. Children joining in higher years can distort the performance figures for those year groups. Four pupils have left recently - 2 siblings have moved to Milton Keynes, one has gone to Hilldene, and the other to Mead Primary School.

The school has worked closely with the Rural Primaries Group, exchanging expertise and developing curriculum. The school has been supported by Julian rather than Maura as Executive Head and it was noted that the website needs to be updated to reflect this change. The School was also sharing a SENCo with Benhurst, Jan Fisher comes in 2 days a week and has been a huge benefit with her assisting in school and sharing her expertise as a former Head of School. She usually comes on Tuesdays & Thursday but it is a fluid arrangement with the Headteacher at Benhurst. Reverend David asked how long Julian was expecting to be involved with Dame Tipping? Julian explained that it would be at least the rest of the academic year. Julian and the Head of HR were looking at the leadership structure within the Rural Primaries, and providing a more permanent solution to the structure above the Head of school - it was hoped that this could be shared before half term.

LM2 – Educational Focus	RAG Rating:	RED	<u>WHITE</u>	GREEN
<p>Guiding questions:</p> <p>2.1 What is the school vision and how does this translate into a strong ambition for high standards and a high-quality education for all?</p> <p>2.2 In what ways are the school’s vision and values aligned to and supportive of those of the Trust? How are these communicated to all stakeholders?</p> <p>2.3 How does the HT/SLT ensure they remain focused on improving curriculum, pedagogy and staff development (and not other school organisational matters)?</p> <p>2.4 How does the school develop effective middle leaders to ensure consistency of high standards?</p> <p>2.5 What training has been given to staff so far this year on matters of curriculum and pedagogy? What has been the impact? How do you know?</p> <p>2.6 How does performance management, target setting and school development planning work, and how do they drive the raising of standards?</p> <p>2.7 How does the school ensure robust monitoring and evaluation, including from external sources?</p>				
<p>School’s information and narrative:</p> <p>2.1 In the spring term of 2021, the school undertook a review of its vision and values. This included a wide range of discussions with key stakeholders (e.g. Trust, LGB, Church, staff) and resulted in a new vision and values being developed and agreed. This is to be launched in the summer term through assemblies, rewards, displays, letters and everyday school language. The vision is to empower every child to approach life with optimism, creativity and compassion which we believe that through God’s love, we can make a difference. Celebration assemblies continue to reinforce these values with commendations for pupils who consistently demonstrate them. Collective worship resources, which are produced by the Trust also provide regular emphasis on the importance of the school and Trust’s values. Pupil conferencing conducted this term has generally demonstrated that pupils can talk confidently about the school’s values.</p> <p>2.2 Our values are in line with the Trust values. The school Values are displayed around school and in classrooms, on the school website and all correspondence. The school vision and values are now displayed clearly in the entrance to the school building. Throughout the Spring term there were two concrete examples of how clear our values are in school. In a task set to the pupils in year 3 and 4 to create a poster of learning behaviours the pupils created a document that was set out in the same way as our communications documents with the school logo, motto and values evidencing the clear vision and values in place throughout school. In the Spring term, the Head teacher created personalised Value postcards to all pupils in school. All postcards displayed the school values and read- ‘We will get through this together with Courageous optimism, Boundless Creativity and Heartfelt Compassion’. Dame Tipping have worked hard to strengthen the link between the school and LIFE over the last year. The LIFE logo appears on all letterheads, on the school website and is now a part of the weekly briefing sent out to all staff. The briefing also includes a LIFE news section so that Staff are up to date with the latest news from the Trust. Dame Tipping also has a number of shared policies with LIFE which are available to view on the school website and are emailed to all staff once agreed by governors. All policies shared with the Trust have the LIFE logo on them. The school’s Twitter account is linked with that of LIFE and this throughout the spring term there have been more updates and LIFE news has been retweeted. All parent letters and correspondence sent to staff clearly identifies the LIFE logo and our engagement with the LIFE Trust and is now more widely used. With support of the Trust Marketing officer, Twitter is now more frequently used. The rural primaries collective worship portal on the life website has a collection of assemblies which reflect the Trust’s vision and values whilst linked to the Christian faith. Faith Spinks from the Trust has visited to conduct regular assemblies which also discuss Trust values. Regular contact with parents via weekly Newsletters often has reference to our values and the how we encourage the pupils to follow them.</p> <p>2.3 The Head remains focussed on the school priorities set out in the school development plan. During appraisal meetings of teaching and support staff, targets relating to the school’s SDP were discussed and focused upon. Staff meetings continued to take place throughout the Summer term and we have continued to work with the Rural primary schools to develop the curriculum model. Over the course of the Autumn term, the new head of school has ensured he conducts regular learning walks (at least 2 per week) to get a good overview of standards across the school. He has also carried out a formal lesson observation of all the Teachers and given feedback. Shared Inset from Paul Clayden with the other Rural Primaries has ensured that the messages are consistent with the Trust’s in relation to teaching and Learning.</p>				

2.4 2.5 There have been opportunities for staff to take on additional responsibilities across the trust and to support in other rural primaries and this will take place from September. Lydia Omodara will be responsible for leading Maths across the rural primaries and Michelle McDowell will be the EYFS curriculum phase coordinator. The school are fully supportive of this move to becoming middle leaders and will support both staff members. Mrs Omodara has taken part in several Trust curriculum meetings and has also conducted Maths observations and Learning walks at Dame Tipping and the other Trust schools. She has also attended several Maths courses to help her in her role. Over the spring term, all the subject leaders of the Trust have received subject leader training to develop their leadership skills, they have also benefitted from leading on and carrying out of monitoring visits of other schools. Subject leaders Curriculum development is a key SDP focus and permeates the staff meeting/CPD programme. All staff have participated in a range of INSET and training across the year. Staff training throughout the term and increasingly in the spring term, has provided a mixture of CPD to develop pedagogy as well as sessions devoted to curriculum planning and provision. A list of these sessions can be found in QoE 2.5.

2.6 The school has a clear structure in place to support appraisal which is through BlueSky. All staff have been trained and understand their responsibility to log details of CPD and uploading evidence to meet their targets. The PRM cycle is in three stages – target setting, a mid-year review and end of year review.. Governors and the P&P Committee ratified the recommendations of the school for pay progression for 2019-20. Support Staff are now using BlueSky and have a target that is linked to the SDP and Data which will help to raise attainment and progress. All staff including support staff have had appraisal meetings which will be reviewed again at the end of the year. All teaching and LSA's appraisal involve a minimum of 1 observation and feedback to develop teaching practice. During the Summer term the rural primaries agreed to 4 targets for the School Development Plan which would allow closer working and collaboration which will be overseen by Maire O'Regan, Exec Head. The School Development Plan is shared with Staff and Governors for input. The SDP has clear outcomes which drive standards. The SDP is a working document and is evaluated and monitored throughout the year.

2.7. Moderation took place in the Summer term amongst the rural primary schools as well as monitoring across the rural primary schools by different members of staff. Meetings have been attending by The Head teacher and diocesan advisor, Carrie Prior to discuss school improvement. Ian Gurman undertook a Pupil Premium review in February 2020, and was supported by David Denchfield and Amy Holmes. In the Autumn Term, the school has had several external visits including Carrie Prior and Ian Gurman with a view to looking at the school under the SIAMs framework. Ian Gurman has also visited and conducted Learning walks as part of his school development role. As part of the trust's subject coordination approach, we have also had RE and English monitoring visits from Melissa Taylor and Sarah Tate which both proved very useful. In the spring term, the school has continued to have a range of monitoring visits conducted by subject leaders within the trust, this has included monitoring visits of History, Science, French and Design & Technology. Details of these monitoring visits have been shared with governors at a recent LGB meeting. Another visit was carried out by Carrie Prior, looking at the school's spiritual characteristics and she will be conducting a full inspection in the summer term.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be white for this section because the school has swiftly reviewed key procedures and expectations following the change in leadership. The Staff Meeting and CPD programme continues to be clearly planned and focuses on key areas to further develop the school (e.g. safeguarding, data, curriculum, moderation). The strengths and areas for improvement have been identified and strategies in place to further improve outcomes for all pupils.

The main actions required to improve/maintain this rating are

- **To continue to embed the new vision and values for the school.**
- **To ensure the Staff Meeting and CPD programme continues to address key areas for school development.**
- **To ensure the additional support staff that have been recruited are trained and effectively used to support children's learning and pastoral care.**
- **To ensure all staff are clear on the school priorities and can articulate them.**

Additional evidence seen at the Healthcheck meeting: (*This should be made available for the link governor to scrutinise and to the LGB if requested*)

- PRM documents

- Staff Meeting & CPD programme
- Pupil Progress documents
- Pupil Premium review
- SDP
- Vision and Values document

Summary of key points of the previous LGB discussion:

LM2 - The Rural Primaries have been working together on this and Faith Spinks from the Trust has delivered some assemblies. The Head of School is aiming to undertake at least 2 walks per week around the school so he can understand all the issues within the school. Paul Claydon has also been involved in Teaching & Learning with the Inset days.

Lydia Omodara has taken part in Maths reviews across the Trust and is working with Melissa Taylor as the Curriculum Lead. Lydia is monitoring across the Trust and providing feedback - Melissa leads while Lydia does the operational side with support and guidance.

Lots of work is being done, reviewing key procedures etc. but there is still room for improvement.

LM3 – Safeguarding and Wellbeing	RAG Rating:	RED	<u>WHITE</u>	GREEN
<p>Guiding questions:</p> <p>3.1 How does the school ensure there are robust systems to assure that safeguarding is effective and that a <i>culture</i> of safeguarding is established? (How and when was this last audited?)</p> <p>3.2 What training has been provided to all staff and to individuals for Levels 1 and 3 safeguarding training and Safer Recruitment?</p> <p>3.3 How does the school gather evidence of the views of pupils, staff and parents? What does this show? How are views of “hard to reach” parents sought?</p> <p>3.4 How does the school support the wellbeing of staff, including managing their workloads?</p> <p>3.5 How does the school ensure a culture of professionalism and high expectations in oneself and of colleagues in the school in line with Trust expectations?</p>				
<p>School's information and narrative:</p> <p>3.1 The school ensures that visitors, volunteers and new members of staff are clear on safeguarding procedures. From the Autumn Term, a visitors safeguarding booklet has been created which gives all new visitors to the school, key information regarding the school's safeguarding procedures. Being a small school, staff know the pupils extremely well and are well positioned to notice any safeguarding concerns. Staff, volunteers and parents report concerns to the DSL and follow this up with an email which is added to the pupils' records. Staff meetings include regular updates and discussions on pupils causing concern. The last safeguarding audit was carried out in May 2018 by LA officer Penny Patterson and safeguarding was found to be a strength. This was confirmed during the recent QA review: <i>There is a strong awareness of safeguarding matters across the school.</i>(QA review June 2019)</p> <p>The school has undertaken a period of research of online platforms where concerns can be logged. In December 2019, the school decided to use MyConcern. This was included within the revised budget and purchased in the Spring term. New concerns are logged onto MyConcern.</p> <p>During the visit from Carrie Prior, she spoke to two members of staff about safeguarding and both were able to confidently articulate school procedures for safeguarding. More guidance/training is needed to staff on the process of contacting the LADO.</p> <p>During the enforced closure, key staff made phone calls to vulnerable parents to check on their well-being. Discussions were very well received by parents and resulted in many positive outcomes (e.g. support with remote learning, food parcels). This was in conjunction with the established Class Dojo platform which was well used by children, parents and staff as an open way to communicate.</p> <p>All staff have been trained in the use of MyConcern (September 2020) All members of staff have successfully logged concerns using the online platform and have followed the procedure in place. New members of staff this academic year have received training in the use of My Concern. So far this academic term, there have been 36 safeguarding concerns logged. This is considerably down on the same time period last year although this is likely a result of timing relating to Covid and when the program was introduced. The schools safeguarding procedures are due to be audited in the new academic year (Spring term 2021).</p> <p>3.2 All staff received Level 2 safeguarding training in September including office staff and MDAs. This included the updated version of '<i>Keeping children safe in Education</i>'. Safeguarding is a feature of all Insets, staff meetings and twilight sessions during the year. The Head of School has attended safer recruitment at his previous school which is still in date. Chair of Governors has also attended safer recruitment training. All staff attended whole school Safeguarding training delivered by Penny Patterson (4th September 2020). This training was also shared with the LGB. Safeguarding training has been a focus of staff meetings and current topics discussed. The school staff capacity for dealing with safeguarding issues has been further enhanced by the addition of Mrs Fisher, who has DSL Level 2 training at her previous school. Issues and case studies have been shared with staff using content sent to schools by Penny Patterson. All new staff have received the safeguarding briefing with the DSL and have been shown how to use MyConcern to log concerns.</p> <p>3.3 Through yearly Trust questionnaires, the school seeks the views of parents, pupils and staff; the most recent surveys were the Parents survey in Summer 2021 and the parents survey of Autumn 2021.</p> <p>The results of the previous staff survey were shared at the recent LGB meeting. These results demonstrated that staff morale was low and had dropped over the course of the term. Generally the issues identified from the staff survey have been addressed and have improved as seen below:</p>				

Priorities identified from Staff Surveys Aut 2021				
	2021	Change	2022 (Spr)	Change
Children's behaviour is good.	50%	-50%	62%	+12%
This school handles personnel and personal issues well	67%	-26%	85%	+18%
The Local Governing Body is effective.	58%	-24%	54%	-4%
The school has efficient resources	0%	-59%	8%	+8%

From the most recent staff survey this term, the following areas are key priorities.

Priorities identified from Staff Surveys Spr 2022		
	2021	Diff. from trust average
School meets the individual needs of the pupils	46%	-38%
The school has sufficient resources*	8%	-59%
Staff morale is good	39%	-42%
Technology enhances pupil's learning	46%	-29%
The Local Governing Body is effective*	54%	-10%

Planned actions to include:

- Intervention matrix to be implemented to ensure SEND and vulnerable pupils have individualised provision.
- CEO to meet with staff to listen to concerns regarding morale and resources.
- Discuss ways in which governance can be given a higher profile.
- New smartboards and ICT training to enhance the use of ICT.

A parents Survey was conducted in the Summer term- The results of which can be seen in the Autumn Healthcheck. As a summary, the following were highlighted as either areas for development or Strengths.

Strengths:

My child is safe at school 100%

My child is well looked after at school 97.8%

The school treats my child fairly with respect 100%

Areas for development:

My child receives appropriate homework for their age 64.4%

I receive valuable information from the school about my child's progress 68.9%

There is a wide range of extracurricular clubs trips and activities at school 62.2%

The school communicates effectively with parents / carers 72.7%

Actions to address these points-

- Clubs have been offered (5 per week) in the Autumn Term, Spring Term and the same number planned for the summer. We have been able to offer a range of different activities (Football, Judo, Tennis, Dodgeball, Multisports, Theatre Club, Drumming, Gymnastics, Archery and Fencing) which is a good range for such a small school and the clubs typically cater for all the age groups.
- Newsletter has been sent out every Friday.
- Homework to include spellings and topic projects.
- Newsletter at end of Term featured positive changes which focus on what we have tried to improve as a result of feedback.

3.4

During the lockdown, the head teacher has also provided breakfast and weekly fruit for all staff as well as asking the pupils in school during school closures to deliver flowers of thanks and appreciation. All staff were invited to attend a wellbeing session delivered by Toni Cox in the Summer Term where she spoke of ways to recognise and support mental health. Where possible the school aim to reduce teacher workload through verbal feedback marking and collaborative working where possible. The changes that are being made to the curriculum planning should have a positive impact on the wellbeing of all staff. This term, the Head of school has spoken to individual teachers about their wellbeing as part of the appraisal process and asked for ways to improve this. As a means of saying thank you, the Head of school has provided food and drink for staff during times when staff have given up extra hours eg. Parents evening. Whilst staff reported morale was low, 85% said they felt their workload was manageable.

3.5

The school recognises the importance of leading by example and setting high expectations. All HR issues are dealt with effectively and through the correct channels. This has allowed of open and honest communication. Policies and systems have been adhered to a followed to ensure that a culture of professionalism and high expectations is in place at all times. Appraisal meetings had an aspect of professional behaviour in all staff's targets. During the summer term, all staff were asked to attend a briefing which reminded them of their professional duty. Julian Dutnall also spoke to staff this term regarding professional standards and expectations. This was followed up by a separate meeting by Mr Dutnall in the spring term focusing on expectations of staff.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be White for this section because safeguarding is effective and there have been significant improvements in school that have been identified in the staff survey. We are confident that once the opinions are sought by the pupils and parents we will begin to move to Green in this section as all other areas are strong.

The main actions required to improve this rating are

- To continue to manage the 2021-22 budget to ensure that staffing suits the needs of the children.
- Pupil and Parent survey to be sent out this year (staff survey to show substantial improvement in staff wellbeing).
- To ensure that all staff have the opportunity to take part in moderation of core subjects, both in school and across the Trust.

Additional evidence seen at the Healthcheck meeting: (*This should be made available for the link governor to scrutinise and to the LGB if requested*)

- Safeguarding training notes
- Yearly Questionnaires (Spring term 2020)
- PRM documents
- Staff Meeting & CPD programme
- Pupil Progress documents
- SDP
- Safeguarding training record

Summary of key points of the previous LGB discussion:

LM3 - A safeguarding booklet has been created for visitors to the school, and all staff have undertaken level 2 KCSIE training. There are 36 safeguarding concerns on 'My Concern' but no major concerns within these.

It was noted that in the Staff survey in 3.3, the colour coding on the 'change' column incorrect, should be red not green. All staff felt that the school did not have sufficient resources, however the Head of School thought this was improving and requests were now met.

Paul Claydon asked if this was because of access to Chromebooks, the Head of School did not think that this was the case, and felt IT provision during the pandemic had been good - he felt that it was more the lack of traditional resources eg maps.

The Chair raised the issue that it would be beneficial to see how many people were invited to respond to surveys and how many actually did - this may help with context for both staff & parent/pupil surveys. Julian said this happened in the past and would look into it being reinstated.

It had been a difficult term so it was hoped that the survey would show improvements next time.

The Chair queried the rating of white and that it could have been green instead and asked for thoughts from the rest of the board, who felt that it would be better to wait another term to show the improvements.

Rev David asked if there were plans to promote the work of governors within the school as there had been a poor result in the survey? The Chair explained that there should be an improvement once they were allowed to visit again, previously a promotion piece on what governors do had been planned. The Head of School said the role of governors had been explained to staff in a recent meeting, new staff not aware of roles.

Eve Knightbridge asked if the Head of School was aware of the Dame Tipping account which can be used for educational support? The Head of School said he would look into this.



	Completion Date:	Sept 2020	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
QE1	Intent	W	W	W	W	W	W
QE2	Implementation	W	W	W	W	W	W
QE3	Impact	W	W	W	W	R	W

Quality of Education Healthcheck report for Standards Committee

School Name: Dame Tipping C of E Primary School Term to which this Healthcheck applies: Autumn 2021 Spring 2022 Summer 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)

Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)

White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: **Stephen Ley** (School Representative)

Meeting to confirm the Healthcheck with: **Paul Claydon** (LIFE Exec/Link Gov) on (Date)

Healthcheck presented to and agreed by the LGB on: _____ (Date)

QoE1 Curriculum Intent	RAG Rating:	RED	<u>WHITE</u>	GREEN
<p>Guiding questions:</p> <p>1.1 What planning has taken place for the design of the current curriculum? Who was involved in the planning? What training has been provided for staff?</p> <p>1.2 How does the curriculum address the needs of all learners, particularly the most disadvantaged and pupils with high prior attainment or SEND?</p> <p>1.3 Outline how the curriculum is broad and rich for all learners in all year groups/key stages? How is it sequenced to ensure progression of knowledge/skills?</p> <p>1.4 How is curriculum coverage monitored and how are potential gaps in pupils' knowledge and skills identified and addressed?</p> <p>1.5 How is "cultural capital" developed in pupils, both in lessons and extra-curricular?</p> <p>1.6 How does the curriculum address personal development, health, citizenship, appreciation of human creativity? If not taught in lessons, how do you ensure coverage for all pupils?</p> <p>1.7 Does the school have a Curriculum Policy? How is this reviewed? What curriculum developments are currently being planned?</p>				
<p>School's information and narrative: (to include actions and impact since last Healthcheck)</p> <p>1.1 What planning has taken place for the design of the current curriculum? Who was involved in the planning? What training has been provided for staff?</p> <p>This term the staff have started using the Power of Reading and have been predominantly positive about the scheme and its impact on the children. A monitoring of Teaching and Learning using the scheme was carried out by Melissa Taylor on 10th November and was positive about several aspects of the teaching of the scheme. She also gave several suggestions on improving the approach further, this included the implementation of the scheme in EYFS as well. This is being looked at across the Trust as to the best approach for this year group.</p> <p>There have been discussion and agreement around the 4 rural schools using the same curriculum materials to deliver the curriculum. There is now a LIFE curriculum model in place that all staff were consulted on. Curriculum design for EYFS has started to be planned based on the new development matters frame work in preparation for September 2021, this heavily involves the Reception teacher as part of planning. Since September, new procedures have been put into place regarding questions or difficulties staff have had regarding the new curriculum and resources needed to implement it. This has increasingly helped teachers and is beginning to reduce workload. Over the Spring term, a shared resources portal has been created to allow staff from the 4 rural primary schools to access resources such as slides and worksheets which has helped improve both the consistency and effectiveness of the curriculum amongst the 4 rural primaries as well as decrease staff workload. It has also allowed our staff to take more ownership for planning and adapting tasks and activities in the curriculum.</p> <p>The RSE Trust policy has been through parental consultation. The policy includes the schools overview for PSHE and Relationships and Sex Education. All class teachers have been involved in the planning stages of the LIFE Rural Primary Portal where planning has been uploaded. This is the beginning of the 2-year rolling curriculum that has taken place. Staff have worked alongside class teachers within their rural primary phase to plan for the rolling curriculum. The curriculum planning has continued to be actioned throughout the Summer term with all class teachers contributing to the planning within their current phase. Staff meetings have continued to involve all staff and the portal for the rural primary curriculum has been shared.</p> <p>This Spring term has included an increased amount of subject leader training as part of the Trust's training offer. Staff who are not subject leaders have used this time to tailor plans to the needs of their class with support from their Year group colleagues at the other schools. Next term training will include sessions with the other RP schools such as writing moderation, Science CPD and Paul Clayden leading on the Teaching and Learning Framework whilst also focusing on school-led training which Mr Dutnall will be involved in as part of his Executive Head role.</p> <p>1.2 How does the curriculum address the needs of all learners, particularly the most disadvantaged and pupils with high prior attainment or SEND?</p> <p>Our curriculum is fully inclusive of all learners. The curriculum allows flexibility of the topics to fully support all pupils of all abilities in class which is further supported in class by a Learning Support Assistant. In the Autumn term 2020, all pupils took part in a whole school project to support the transition back to school after school closures. This allowed opportunities for staff to identify where support and challenge should be targeted for individual pupils. In the Spring term of 2020 interventions were set up and put in place to support the needs of all learners.</p>				

A new intervention timetable has been created to support SEN pupils and those identified with gaps in their learning. Pupils in KS1 have been reassessed and put into new groups to support phonics and reading as well as some Year 3 pupils as in the Autumn term, it was identified that pupils in Year 3 had poor phonic knowledge. Focus pupils are receiving phonic intervention at their appropriate phonic phase. A new experienced SENDCo, Jan Fisher, will be starting at the school after Christmas. She will be non-class based and work 2 days per week which will provide more support and expertise for our SEND pupils. She has used her first term at the school to review the IEPs of all SEND pupils and has arranged and conducted meetings with all parents of pupils on our SEND register and updated them with the new plans and targets for their pupils. She has also been instrumental in reviewing the role of our HLTAs and they now have a fully planned intervention timetable which they deliver in addition to their role in supporting in class as LSA's. The summer term will include assessments to monitor the effectiveness of these interventions.

1.3 Outline how the curriculum is broad and rich for all learners in all year groups/key stages? How is it sequenced to ensure progression of knowledge/skills?

It is a priority at Dame Tipping to ensure that all children benefit from a broad and balanced curriculum. The rural primary curriculum we follow is based around the curriculum used at Margaretting CE Primary which has been shown to achieve excellent results and impact. The skills are taught during KS1 and built upon as the children move through KS2 with new skills being added as appropriate. One of the benefits of having a topic-based curriculum in cycles is that the learning in various subjects is linked which allows learners to develop a more well-rounded understanding of the topics being studied. The new curriculum strives to give pupils enrichment opportunities and memorable moments in the children's learning. Extra-curricular trips and events are planned to compliment the new curriculum which link with their topics. Staff are encouraged to focus on children's prior learning when planning and delivering lessons to ensure learning is well sequenced and consolidated.

1.4 How is curriculum coverage monitored and how are potential gaps in pupils' knowledge and skills identified and addressed?

White Rose Maths is mapped to the National Curriculum objectives and provides complete coverage. Since September 2020 this has also included recapping of the previous year's objectives to consolidate learning and any missed content. Beginning and end of block assessments are made to identify gaps in pupils' knowledge.

In all subject's gaps in knowledge and skill are identified through formative and summative assessments. This assessment supports teachers to identify where support is needed. These are addressed in subsequent lessons or through small group interventions led by support staff. Booster groups are also provided in the Spring term for Year 2, Year 6 will receive additional sessions in Maths and English in the afternoons in the lead up to SATs. Formative and summative assessments took place in the Spring term to support teachers in identifying gaps in knowledge and content in Reading, writing and maths. The assessments have supported future planning and addressing areas where further support is needed. As per the Trust's shared curriculum approach, subject co-ordinators are responsible for monitoring standards in their subject. At Dame Tipping, we have been moderated in English, Maths and RE in the Autumn term and in Science, Geography, History, French and DT in the Spring Term. A typical moderation visit would include lesson observations of every teacher, book looks and pupil voice interviews. The feedback from these monitoring visits has helped us to focus on some key areas for improvement which has fed into our planning of school staff training. An agreed upon marking and feedback and presentation policy is one of the main items to finalise at the beginning of the summer term. The Head of school regularly performs learning walks each week which frequently have a curriculum implementation focus. Planning has been carefully adapted to meet the needs of the pupils by addressing assessment opportunities. Formal assessment took place in the summer term to again support teacher judgements, identify gaps in knowledge and clearly identify progress from the spring to the summer term. The curriculum will be covered by phase curriculum coordinators across the primary schools and the roles of the coordinators will be in role by September 2021.

1.5 How is "cultural capital" developed in pupils, both in lessons and extra-curricular? How is full extra-curricular coverage addressed for all pupils?

Cultural capital is developed through a variety of opportunities for pupils to develop their confidence in being confident members of their school and local community. Older children are given many opportunities to develop leadership skills and have key roles within the school e.g. Leading playtimes for younger pupils, developing the outside areas etc. Our Head boy/girl and life ambassadors have been given the opportunity to work with their counterparts at the other rural primaries which has developed their confidence in meeting and working with others. Younger pupils have regular visitors who talk to them about key roles in the community (Nurses and fireman). All the pupils from Reception to Year 6 were invited to take part in a 'carols by candlelight' event at Chelmsford Cathedral. They performed as a choir to a large audience which helped develop confidence and experience performing at such a beautiful venue.

After a break in clubs due to the COVID-19 pandemic, extra-curricular opportunities have been offered in school again. A range of clubs have been offered in a variety of different activities for pupils of all ages. Children have had the opportunity to compete against other schools in a variety of events. We have tried to ensure that all pupils can take part in

this and not just the handful of talented sportspeople. We took part in a borough wide sportshall athletics event where every child from Years 1-6 could compete over a range of events and get a score which was then compared to others around the borough. This was a good opportunity for pupils to experience a fairly low stakes competition where every child felt they had achieved.

Several opportunities have been planned for pupils to recognise their responsibilities to be good citizens. The school has strengthened links with our local charity, St Francis Hospice. The older pupils also attended a remembrance service at the church and were joined by members of the church community. The work the Rural Primaries completed around Amal developed pupil awareness around the plight of refugees around the world.

Visits and days out are planned throughout the term to give pupils cultural opportunities. As the weather has begun to improve, we have also used the neighbouring countryside to allow pupils the opportunity to recognise the beauty of the nature around us with hikes and sponsored walks around the fields.

1.6 How does the curriculum address personal development, health, citizenship, appreciation of human creativity? If not taught in lessons, how do you ensure coverage for all pupils?

The school now follows the PHSE association, PSHE programme, which gives thorough coverage of personal development, health and citizenship which is taught as discrete lessons. Relationships and Sex education will continue to be taught as a separate unit in the Summer Term as identified in the Trust draft Policy. This unit was taught successfully in the Summer term. Parents were made aware of when this would take place so that they were able to support the sessions. Certain areas of the curriculum are focused upon children developing key social skills and developing as citizens. This term, Years 3/4 created a 'funfair activity' in which they created their own stalls and then opened up their fairs to the rest of the school including helping the younger children take part. This is one example of some of the project-based activities in the curriculum which develops the children's social skills whilst allowing them to explore their creativity.

Our Reception children were given the opportunity to look after chicks once they had hatched in the classroom as part of their topic which again encouraged and fostered their awareness of the importance of looking after animals.

1.7 Does the school have a Curriculum Policy? How is this reviewed? What curriculum developments are currently being planned?

A new Curriculum Policy has been drafted after a period of consultation this term with staff from the 4 rural primaries. The new policy was drafted and the amended after comments and consultation with the final version of the policy being shared with staff at the start of the summer term. This was ahead of the target of having the policy in place by September 2022. Subject leaders are beginning to provide Intent and Progression documents for their subjects which will be ready and in place for the next academic year.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be WHITE for this section because...

We continue to be in a period of change with our curriculum intent in order to work more proactively with the rural schools and therefore consider ourselves to be WHITE for this section. The intent for the Rural Curriculum is clear and staff are now more informed about the direction it is moving in. All classes are now using the curriculum planning but more time is needed to identify and evaluate the impact of the rural curriculum.

The main actions required to improve/maintain this rating are ...

- To continue to work with the rural primaries to develop the Rural Primary Portal
- To ensure that there is a clear process to evaluate the effectiveness of the curriculum for the pupils at Dame Tipping
- To ensure that the rural curriculum meets the needs of the pupils at Dame Tipping and adapt where necessary
- Improved monitoring and assessment systems in place for non-core subjects.
- To have completed Intent and progression documents for each subject within the curriculum.

Additional evidence seen at the Healthcheck meeting: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- CPD Calendar
- Monitoring timetable
- SDP

Summary of key points of the previous LGB discussion:

QoE1- Staff have started using the Power of Reading and have been predominantly positive about its impact on the children. There has been a reassessment and redistribution of groups to promote phonics. Lots of work has been done with specific pupils supported by new SENCo, interventions. There have been extra links to topics in the new curriculum, moderation visits have taken place and there has been emphasis on consistency in books. Cultural/Capital is developed through a variety of opportunities where the children can develop their confidence and leadership skills. Extra-curricular opportunities are also returning.

QoE2 Implementation of the Curriculum	RAG Rating:	RED	<u>WHITE</u>	GREEN
<p>Guiding questions:</p> <p>2.1 What systems does the school have in place to evaluate the quality of teaching and learning? What is the current evaluation? Are there any subjects or areas of the school which are particular strengths or areas for development? How are these being addressed?</p> <p>2.2 How well do teachers use assessment, both in and out of lessons, to inform teaching, check understanding and provide feedback? Does the school have a marking, feedback and assessment policy? Is the school assessment system efficient in terms of teacher workload?</p> <p>2.3 How does the school ensure that lessons are challenging in terms of matching the aims of the curriculum and stretching all pupils, including the more able?</p> <p>2.4 How is the development of pupils' fluency, confidence and enjoyment of reading addressed in lessons?</p> <p>2.5 What training has been provided to teachers to support their teaching, especially in those areas in need of improvement?</p> <p>2.6 Do children attend a broad and rich range of extra-curricular activities? How is its coverage and impact for all pupils monitored and evaluated?</p>				
<p>School's information and narrative: (to include actions and impact since last Healthcheck)</p> <p>2.1 What systems does the school have in place to evaluate the quality of teaching and learning? What is the current evaluation? Are there any subjects or areas of the school which are particular strengths or areas for development? How are these being addressed?</p> <p>Regular monitoring of the Teaching and Learning takes place through ongoing learning walks conducted by the Head of School. These have been positive in terms of assessing strengths and areas of development for teaching and the curriculum as a whole. The school has had external visits from Ian Gurman, Carrie Prior, Sarah Tate and Melissa Taylor to observe lessons, speak to pupils and look at pupils' work; this has provided useful feedback to the school on areas for development. The Spring Term has featured several subject monitoring visits from subject leaders across the Trust. Many of these visits gave useful feedback which will impact the focus of staff training across the Summer Term. This follows on from the monitoring of teaching and learning continued throughout the previous Summer Term, where Melissa Bryan and Lucy Burton both attended Dame Tipping to undertake a monitoring visit in addition to the monitoring carried out by the Head Teacher. The monitoring was positive. There are now no concerns with regards to the teaching in Lower KS2 and the teaching is generally positive. There has been significant staff absence this term. To mitigate the impact of this, whilst we have employed some supply staff to maintain the amount of support available, we have tried to cover as much absence as possible internally to ensure continuity with part time staff completing more hours and the Head of School taking on a bigger teaching commitment.</p> <p>2.2 How well do teachers use assessment, both in and out of lessons, to inform teaching, check understanding and provide feedback? Does the school have a marking, feedback and assessment policy? Is the school assessment system efficient in terms of teacher workload?</p> <p>During lockdown, in line with our whole school policy on marking and feedback, verbal feedback continued via MOTE (a voice recorder for verbal feedback) to offer children the support that they needed throughout home learning. This was also provided by written feedback to parents and accompanying phone calls home throughout the Spring term. The marking and feedback policy was shared with all staff at the beginning of the summer term to ensure that all were aware of the expectations of feedback. The Head teacher completed a book look at 2 points during the Summer term. Feedback was given individually to staff members. Verbal feedback continues to be given and this can be seen in books by the use of the verbal feedback stamp. Unfortunately, the writing moderation which was planned for the Spring Term in partnership with other schools within the Trust was not attended due to staff absence. It is now planned that writing moderation will take place in the summer term. The marking and feedback policy will be revisited and presented to staff in the summer term and compliance of the policy will be a monitoring focus in the Summer Term.</p> <p>2.3 How does the school ensure that lessons are challenging in terms of matching the aims of the curriculum and stretching all pupils, including the more able?</p> <p>As the pupils returned to school in March, the Year 6 booster to stretch children. Interventions were also put in place to offer additional support to those for arithmetic and reading. The use of the Mastery approach in Maths encourages pupils to develop their reasoning and explanation skills with a high ceiling on their challenge. Likewise, the Power of Reading promotes a deep understanding of texts to ensure pupils can explore ideas and themes throughout the texts. This stretches our most advanced readers and writers. Our school will be joining with other schools within the Trust to provide enriching challenges for gifted and talented pupils. Over the course of the year, pupils have been given</p>				

the opportunity to take part in Art enrichment, an ICT workshop and will be experiencing in the Summer Term a music workshop and a Mathematics competition which Dame Tipping will be hosting. Unfortunately, the cooking event at Roxwell was cancelled due to staff shortages.

2.4 How is the development of pupils' fluency, confidence and enjoyment of reading addressed in lessons?

Reading has been an area that has been identified as a limiting factor across all key stages since returning to school and current data supports this. Last year 'precious reading time' was introduced across the school as well as improving our systems for children and parents recording reading at home in order to support the fluency of reading. The changes put in place for reading have had a positive impact on pupils' willingness to read at home. The use of the raffle system and consistent marking in reading records has boosted the motivation of the pupils. Library shelving has been installed in the learning hub and will house the books that the children will be able to free choose. This will continue to develop a love of reading. Reading remains a key priority in the school development plan and has been monitored this term. It has been identified that whilst reading engagement has shown steady improvement in all classes across the school, pupils are not being listened to read by teachers enough, particularly in the key stage 2 classes. This is an area for development. As part of reading monitoring, some learning walks have focused upon the use of cross-curricular reading opportunities. This has been good with all pupils being noted as having a great deal of opportunity to read for research, instruction or enjoyment around topics in the curriculum. The impact of the added priority given to Reading is evident in the data with Reading being the strongest subject in 5 out of the 6-year groups assessed. Particularly at the end of Key stage 1 and end of key stage 2 where in addition to pupils performing better in reading, but also being on track for 100% of pupils making expected or better progress in these year groups. The raffle ticket system has continued throughout the Autumn Term, there has been good evidence in increased reading at home with greater number of comments in pupil's reading records.

2.5 What training has been provided to teachers to support their teaching, especially in those areas in need of improvement?

Staff training is provided weekly through staff meetings and INSET days to support teaching.

During the Autumn term (2021) meetings were used to address the following:	During the Spring term (2022) staff meetings were used to address the following:	During the Summer term (2021) staff meetings were used to address the following:
Power of Reading	Marking and Feedback- Paul Clayden	Rural Curriculum
Behaviour management- whole school approaches	Closing the gap	Pupil Transition and Handover
SIAMS preparation	Power of Reading	Staff Mental Health and Wellbeing
Safeguarding	Maths	Report Writing
Assessment	Enrichment planning (in phases)	Successful Headship
Getting pupils to remember/cognitive load theory	Reading improvement	Safeguarding
Curriculum planning	Curriculum planning	Team Building
SEN IEP formats		

2.6 Do children attend a broad and rich ranges of extra-curricular activities? How is its coverage and impact for all pupils monitored and evaluated?

Name of Club	Day/Time	Total Pupils	Boys	Girls	% of pupils attending clubs who are disadvantaged
Multisports Rec-Yr6	Monday pm	9	39%	77%	22% (2)
Football KS2	Tuesday pm	17	76%	24%	30% (5)
Fencing Rec-Yr6	Wednesday pm	20	45%	55%	25% (5)
Drama/musical Theatre Rec-Yr6	Thursday pm	10	30%	70%	20% (2)
Drumming Rec-Yr6	Friday pm	10	40%	60%	20% (2)

Extra-curricular activities have restarted since COVID-19. We were able to offer a variety of clubs with a different program offered in the Spring Term. The clubs were not as well attended as hoped with some clubs running at a loss and being subsidised by sports premium funding. Clubs were provided free for Pupil Premium children for one club. Next term, more clubs will be provided for all the age groups able to attend to hopefully boost numbers.

The school was able to attend the Havering football tournament and despite not qualifying gave a good account of themselves. One of the aims of the extra-curricular offer we give to pupils to ensure that pupils are given a wide range of different sports and activities. It is then hoped that pupils will not only learn new skills but also develop new interests and possibly take up a new sport or activity outside of school. In the spring term, pupils were offered a growing number of activities with an even higher take up than in the Autumn Term. In total, 66 spaces were allocated to clubs in comparison to 57 in the Autumn Term. However, this does not mean that 66 pupils took part as many pupils attended multiple activities, a future target is to increase the number of pupils attending at least one club. The percentage of disadvantaged pupils attending clubs is broadly in line with the number of disadvantaged pupils at school as a whole. Another reason the number of attendees has risen this term is because we chose clubs which could be attended by pupils of all ages rather than just older children. In the Summer Term we will again target clubs which can be attended by pupils of all ages.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be White for this section because ...

We have clear systems in place to support curriculum implementation and this is ongoing. A clear CPD programme is in place and has been adapted in light of changes made to the curriculum. Steps are in place to ensure that all teaching is Good, there is a greater understanding of Assessment for Learning and Curriculum Planning. We need to ensure that we implement and rigorously monitor the Marking, Feedback and Presentation across the school as this is a key area for development as highlighted in both learning walks and subject monitoring visits and is currently preventing us from moving to green. The system set up to support remote learning was implemented well through clear leadership from the Headteacher. This was supported by positive feedback from staff and parents.

The main actions required to improve/maintain this rating are ...

- Ensuring that marking and presentation is improved across the school
- Peer lesson visits
- Increase the percentage of disadvantaged pupils attending clubs so it is greater than the percentage of pupils at the school
- Increase the number of pupils attending at least 1 extracurricular club

Additional evidence seen at the Healthcheck meeting: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

Summary of key points of the previous LGB discussion:

QoE2- The curriculum is continuing to be reviewed and with lots opportunities to develop teaching and learning. It is refined and assessed as the year goes to ensure that it is meeting the needs of students .

The school has been visited by Ian Gurman, Carrie Prior, Sarah Tate & Melissa Taylor and encouraged collaboration and sharing good practice. There has been good collaboration in Maths Mastery, Power of Reading and more opportunities for the Gifted & Talented pupils.

A raffle ticket system has been in place to and there has been some good evidence in increased reading at home.

New clubs are in place this term and are better attended than in the past.

Sharon Harris said that collaboration with other schools was enjoyed very much by the pupils.

QoE3 Impact of the Curriculum	RAG Rating:	RED	<u>WHITE</u>	GREEN
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Guiding questions:

- 3.1** How have standards in national tests/exams (both progress and attainment) compared to national standards and what has been the trend in recent years?
- 3.2** How are standards in the school currently compared to past outcomes? How do you know? How are these assessed/moderated?
- 3.3** Are there any groups of pupils (e.g. boys, girls, PPG, HPA, SEND) who are achieving less well? If so, what actions are being taken?
- 3.4** Is there significant variation in standards of pupils' work across the different subjects of the curriculum? If so, what actions are being taken?
- 3.5** How is pupils' fluency in reading being improved and their cultural capital developed?

School's information and narrative: (to include actions and impact since last Healthcheck)

3.1 How have standards in national tests/exams (both progress and attainment) compared to national standards and what has been the trend in recent years?

Due to the COVID-19 pandemic, data has not been published for any educational performance data based on tests or assessments and did not take place in 2020. All comparative data seen in 3.1 is historic data with the 2022 predictions referring to percentages of pupils currently on track, these do not take into account the impact of early summer interventions.

YR Good Level of Development (GLD)

	2017	2018	2019	2019 Nat Ave	2022 prediction
Overall	69%	77%	71%	72%	60%

Strengths:

- Several pupils significantly ahead of age-related expectations in all areas.

Areas for development:

- Lowest percentage on track for GLD in several years- some of this is related to EAL and SEN. It is unclear at present how these numbers relate to Covid-impacted national data
- Improve on entry and mid-term assessment procedures

Year 1 Phonics Screening

	2017	2018	2019	2019 Nat Ave	2022 prediction
Overall	60%	77%	79%	82%	57%

Strengths:

- Excellent progress in phonics scores over the course of the year
- Improvement on the 45% covid-impacted previous year in 2021.

- Good phonics intervention in place which has also had a positive impact on Year 2 catch up pupils who made very good progress. (87% of pupils passed phonics in comparison to 45% at the start of the year.)

Areas for development:

- To continue to embed RWI across the school to ensure greater number of pupils achieve pass marks in 2023

Year 2 ARE (SATs)

Year 2 GDS (SATs)

	2017	2018	2019	2019 Nat Ave	2022 prediction	2022 PPG prediction (3 pupils)	2017	2018	2019	2018 Nat Ave	2022 prediction	2022 PPG prediction (3 pupils)
Reading	85%	63%	80%	76%	71%	100%	16%	13%	33%	26%	29%	33%
Writing	54%	63%	67%	70%	57%	66%	8%	6%	20%	16%	7%	0%
Maths	77%	81%	73%	77%	50%	33%	16%	19%	33%	22%	36%	33%
Comb	54%	63%	67%	66%	36%	33%	0%	6%	20%	12%	7%	0%

Strengths

- Good progress in all subjects from end of Year 1 starting points with 100% of pupils making expected progress in Reading and many pupils making accelerated progress in Writing where only 38% of pupils were on track at the end of Year 1.
- GDS is above national in all Reading and significantly above in Maths

Areas for development:

- Combined data needs improving, target pupils at expected and GDS in 2 subjects.
- Maths intervention
- GDS in Writing is low which in turn cause GDS combined to be low

Year 6 ARE (SATs)

	2017	2018	2019	2019 Nat Ave	2022 prediction	2022 PPG prediction (5 pupils)	2017	2018	2019	2018 Nat Ave	2022 prediction	2022 PPG prediction (5 pupils)
Reading	57%	85%	69%	73%	80%	80%	14%	39%	38%	27%	20%	20%
Writing	71%	69%	69%	79%	50%	60%	0%	15%	15%	20%	0%	0%
Maths	43%	92%	77%	79%	60%	40%	0%	15%	23%	27%	20%	20%

Comb	29%	69%	62%	65%	30%	0%	0%	15%	15%	10%	0%	0%
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Strengths:

- Reading data is good which reflects a school and trust wide priority
- Progress measures are very good for the cohort and should result in the best progress data for recent years
- Attainment of pupils who have been educated at Dame Tipping for more than two years is very good

Areas for development:

- Combined data for both ARE and GDS is very low.
- Writing attainment is very low which affects the combined data as well
- No PPG pupils are at ARE combined presently

Mobility of pupils in this year group has been a negative factor, percentages of pupils achieving ARE who were at the school in Year 2 would be 100%, 50%, 83%, and 50% respectively in Reading, Writing, Maths and Combined which are significantly higher than the cohort as a whole.

3.2 How are standards in the school currently compared to past outcomes? How do you know? How are these assessed/moderated?

The below data depicts a summary of data in all classes including those outside of the statutory reporting year groups. For a more in depth understanding of school data, please refer to the pupil premium forms and school data summary sheets.

The data shows a similar picture in most year groups with most classes having a large gap with many pupils achieving GDS but several pupils well below the age-related expectations. This is reflected in the relatively high number of SEN pupils within the school.

Progress in most year groups is very good with the vast majority of pupils making good or better progress. The one exception is Year 3 in which the progress and attainment is very low. This is largely due to the ambitious data given to last year's Year 2.

	Year 1 (Internal Data)					
	2017	2018	2019	2020	2021	2022 Spr
Reading	71%	77%	71%	33%	60%	50%
Writing	57%	46%	71%	33%	33%	50%
Maths	79%	62%	93%	33%	47%	71%
Comb			71%	33%	33%	50%

	Y2 (Internal Data)					
	2017	2018	2019	2020	2021	2022 Spr

Reading	85%	63%	80%	46%	53%	71%
Writing	54%	63%	67%	39%	47%	57%
Maths	77%	81%	73%	62%	73%	50%
Comb	54%	63%	67%	39%	40%	36%

	Y3 (Internal Data)					
	2017	2018	2019	2020	2021	2022 Spr
Reading	100%	90%	50%	53%	60%	40%
Writing	58%	81%	57%	33%	53%	27%
Maths	58%	83%	71%	53%	53%	33%
Comb			43%	27%	47%	27%

	Y4 (Internal Data)					
	2017	2018	2019	2020	2021	2022 Spr
Reading	92%	93%	62%	66%	67%	50%
Writing	77%	93%	38%	66%	47%	50%
Maths	62%	77%	80%	47%	60%	50%
Comb			62%	47%	33%	50%

	Y5 (Internal Data)					
	2017	2018	2019	2020	2021	2022 Spr
Reading	46%	85%	93%	40%	70%	66%
Writing	54%	69%	80%	50%	60%	66%
Maths	62%	77%	80%	60%	80%	66%
Comb			67%	40%	50%	58%

	Y6 (Internal Data)					
	2017	2018	2019	2020	2021	2022 Spr
Reading	57%	85%	69%	75%	100%	80%
Writing	71%	69%	69%	42%	58%	50%
Maths	43%	92%	77%	50%	67%	60%
Comb	29%	69%	62%	42%	58%	30%

3.3 Are there any groups of pupils (e.g., boys, girls, PPG, HPA, SEND) who are achieving less well? If so, what actions are being taken?

Previous years data from FFT has shown that the attainment of Pupil premium children is much lower than their peers. Last year there was a gap of 36% between the two groups. However, the progress of Pupil Premium children is generally better than that of non-PP.

	Reading	Writing	Maths
2019 Pupil Premium	-0.1	-0.2	+0.6
2019 Non-Pupil premium	-1.4	-2.7	-0.8
2020	No data	No data	No data
2021 Pupil Premium	+2.5	+1.4	-5.9
2021 Non-Pupil Premium	+2.1	-0.4	+2.4

The progress of disadvantaged pupils is again expected to be good, including in Maths which was a weak area in terms of progress of disadvantaged pupils last year.

SEND pupils attainment has been lower than that of their peers and has been previously highlighted. The progress of these pupils is also generally lower than their peers which is an area for development.

This term has been focused upon improving the SEND provision of pupils. SEND meetings to discuss new IEPs were conducted and new EHCP applications were completed. New SENDCo Mrs Fisher will be taking a lead on providing group intervention for these pupils.

Newly arriving pupils also perform below children who have been at the school longer. This is evidenced in end of KS2 results where pupils who arrive in year 5 or 6 have typically performed much lower than pupils who have been at the school longer. This pattern is also noted in internal data where pupils who have recently arrived within the last year are attaining lower than the class average in every year group apart from Year 3. This is a challenge for a school like ours with relatively high mobility.

There is some difference in the attainment of boys and girls in the majority of classes with girls performing much better at writing than boys, whilst Mathematics performance is broadly in line as is Reading.

3.4 Is there significant variation in standards of pupils' work across the different subjects of the curriculum? If so, what actions are being taken?

It was noted in our Peer Review (9th June 2019) that *'Overall, the quality of presentation of pupils' work and the standards achieved in their written work, as seen in lessons and in the work scrutiny meetings, was not as high as one might expect.* The standards across all subjects are not yet consistent, especially those within foundation subjects.

This is still the case and is now a firm priority within the school. Presentation and marking will be a focus for Inset in the summer term with Mr Dutnall contributing to this.

The new head of school has recognised that Writing appears to be an area for development. This is particularly the case for spelling and handwriting. The spring term data reflects this as a continued area of development although it is one which is reflected in many schools across the borough and country. Classes are now having spelling lists from the statutory spelling words to learn at home as well as dedicated spelling lessons in class to improve this area.

3.5 How is pupils' fluency in reading being improved and their cultural capital developed?

Children are taught reading skills from entry into the Early Years Foundation Stage and continue to build on these skills throughout their school life. The children quickly become skilled confident readers and show enjoyment in developing independent, successful reading skills. We use phonics as a prime early reading skill following a Systematic Synthetic Phonics approach. As a school we realise that, while phonic knowledge is an excellent tool for reading, other skills support reading development too. Alongside decoding skills, children are taught sight recognition words (words that you are unable to use decoding rules to read). This facilitates the development of fluency as the reader gains confidence to recognise words on sight rather than applying phonic skills. Children are also taught to use contextual and visual clues to work out unfamiliar words within the text. An increasing focus has been placed this term on having a clear progression of home reading books and materials which compliments the phonics stage they are on and the phonics learning they have received. New books and resources have been bought which matches up and compliments the Read, write, Inc sessions that is taught. In addition, we have a range of different texts types from different publishers that children have access to. These have been colour coded to reflect the progression of sounds and words taught. The books are new to the children and set at a slightly harder reading level than their home reading book to ensure that children are supported and challenged in equal measure. We ensure that these books are from a variety of schemes to allow our children access to as many types of texts as possible. English lessons are book based. The focus books for each unit of learning are selected to ensure engagement for all and reviewed regularly in line with new cohorts. Reading is celebrated throughout the school and parents are given support and guidance as their child progresses through the stages of reading development. See 3.1 and 3.2 for reading attainment. Cultural capital is developed through the choice of texts. The Power of reading scheme was chosen for the range of different text types from different cultures and timeframes as well as being very much focused on drama and discussion to enhance children's appreciation of the whole texts they read. Other books which can develop an appreciation of wider social issues are also read outside of literacy lessons or referred to in assemblies, for example 'The boy at the back of the class' was discussed in assembly with an extract read to illustrate the plight of refugees.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be white for this section because...

We feel we have moved from Red back to white because despite data being low and below national averages, progress measures are good. This will be demonstrated in the Key stage 2 SATs results this year in which pupils are on track to achieve slightly below national average but achieve progress above national averages. The focus continues to be on Quality First Teaching and a clear plan is in place to improve whole school data. Due to the circumstances data is skewed, however, through rigorous knowledge and knowing our pupils needs we have put together a system of supporting pupils through targeted intervention support. The data is a concern but there are plans in place to improve this but this will take time to implement. Pupil progress meetings are to be more precise in terms of identifying pupils who are not making progress and regular monitoring of these pupils. The lack of progress in improving pupil presentation needs immediate addressing.

The main actions required to improve/maintain this rating are ...

- Whole school data improvement in the Spring term

- Marking and Feedback policy to be updated and monitored
- Further CPD for Curriculum Development
- CPD for all staff in supporting SEND
- Evaluation and Monitoring of Interventions
- Opportunities to develop Cultural Capital are planned into topic overviews when situation allows
- Presentation Inset with ongoing monitoring and feedback.

Additional evidence seen at the Healthcheck meeting: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- On Track monitoring
- Pupil Progress Meeting Minutes
- Venn Diagrams
- Moderation Materials
- Pupil Premium Review Report

Summary of key points of the previous LGB discussion:

QoE3 - Unfortunately the impact of the curriculum received a red rating -this was a clear assessment and there was not enough evidence to support a white rating. Prudent and fair, whilst other areas are white the data has not caught up with this yet and the level of attainment cannot justify white rating. The Head of School said that there were high aspirations going forward and it was good to have impetus and focus. Rev David asked about plans to improve the presentation of the children's work and have consistency of the expectations across the school. Sharon Harris asked about the large decline in the figures for Year 3 and if any plans were in place? The Head of School said that big gaps had been identified and these children had missed a lot of school due to COVID - in the future there would be a more targeted approach to Year 3, then 2 & 4.

THE LIFE EDUCATION TRUST



Rural Primary Curriculum Policy

This policy was ratified by Governors

The policy will be reviewed in:

Person Responsible: Melissa Taylor

LIFE Education Trust

LIFE Education Trust

Rural Primary Schools' Curriculum Policy

Introduction

This policy explains the curriculum has been written for the Voluntary Controlled Church of England Primary schools in the LIFE Education Trust: Dame Tipping, Ford End, Margaretting and Roxwell.

It is based on the 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception and is underpinned by the LIFE Curriculum Framework which applies to all our LIFE schools.

Our schools collaborate with one another, particularly within the same phase, to learn from one another, build upon best practice and ensure consistency of experience and high standards for all pupils in LIFE schools.

Please also see LIFE Education Trust Curriculum Framework, Teaching and Learning Policy and Assessment Policy.

Mission, Beliefs, Vision and Values

At LIFE Education Trust, our **Mission** is to “*build great learning communities.*”

As with all our work, our **Beliefs/Values** are evident in our curriculum. They are:

Courageous Optimism:

It takes courage to hope for a better future. We champion a ‘can do’ attitude and encourage our pupils and staff to tackle challenges with resilience and perseverance as they reach for ambitious targets.

Boundless Creativity:

Through captivating discoveries in the classroom and eye-opening adventures in the outside world, we give pupils freedom and promote varied learning experiences which stimulate innovation and develop adaptability.

Heartfelt Compassion:

We show love and respect to each member of our community as we nurture a powerful collective spirit. In humility we embrace difference and individuality, show forgiveness when necessary and are united by compassion.

Each Rural Primary School has a vision which reflects their status as a Church of England Voluntary Controlled school and their unique purpose. These are:

- ‘Love to Learn: Learn to Love’ for Dame Tipping
- ‘Hope and a Future’ for Ford End
- ‘No Limits on Learning’ for Margaretting
- ‘Discovering a World of Possibilities Together’ at Roxwell

Each vision was written with the Trust’s Mission, Beliefs and Principles in mind. The school values also feed into each of the visions.

Principles and Intent (Including SMSC)

Our curriculum is the **foundation** for what happens in each of our Rural Primary schools. It is not just about what is taught in lessons and nor is it simply about subject content. Our curriculum is driven by our LIFE mission and beliefs and built upon **eight** key principles which ensure that **all** our pupils, regardless of their backgrounds:

- i. learn valuable **knowledge**
- ii. are taught the **skills to read** well
- iii. experience, understand and value **creativity**
- iv. acquire vital **cultural capital**
- v. understand and maintain good **physical health** and **mental wellbeing**
- vi. develop the **skills** to be **lifelong learners**
- vii. are fully prepared to carry out their roles as **valued citizens** in all aspects of life in **Modern Britain** having developed an **understanding of themselves and others**
- viii. **achieve excellent outcomes in national tests and examinations**

We provide a knowledge rich curriculum which is broad, balanced and ambitious. The EYFS Framework and National Curriculum are covered in their entirety. The curriculum is carefully planned and sequenced so that it spirals with ever increasing levels of challenge and independence. Subjects plan schemes of learning to enable pupils to acquire mastery. The curriculum provides areas of learning and experience of the aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, and technological.

The skills to read well are developed across the curriculum. Subjects promote and support reading through a range of strategies from teaching phonics, whole class reading, group reading and individual reading. Children are taught discrete phonics lessons in EYFS and Key Stage 1 and reading is encouraged everyday in the classroom and at home. Reading is also promoted in assemblies, by the English Subject Leader and through the celebration of World Book Day.

The curriculum, as a whole, along with the extra-curricular offer is designed to ensure that pupils have the cultural capital they need to succeed in life. The schools teach the required amount of PE each week and participation in sporting events are regularly planned and encouraged. We also offer bespoke nurture and counselling programmes to those who need it and aim to promote high levels of confidence and self-esteem and every available opportunity.

As we believe in developing the whole child, we explore children's talents and provide them with as much access to enrichment as possible. The Rural Primary Schools are set in beautiful locations that are bursting with nature. We have a commitment to taking the children outdoors and learning outside as much as possible. All children in Key Stage 1 are provided with the opportunity to participate in Forest School. Additionally, educational visits and topic days happen at least once a term in each class. Children are given the opportunities to attend extra-curricular clubs and events such as sports tournaments. We also encourage them to perform in front of large audiences to build their resilience. Alongside this, the schools' also celebrate 4 events together throughout the school year. Children in Year 5/6 attend a residential trip every two years. Cultural capital is acquired at every opportunity.

In the Rural Primary Schools, there is a commitment to the spiritual, moral, cultural, social, mental and physical development of each child. This is achieved though collective worship

and the vision of the school but also the enrichment programme that we provide for the children. Each school also has a strong relationship with the local Church and aims to develop children into moral and valued citizens through prayer, collective worship, church services and community projects.

Providing the children with these experiences means they are able to understand themselves and others better as well as prepare them for life in Modern Britain.

Organisation and Planning

Our Rural Primary classes are taught in mixed year groups after EYFS, so children in Years 1 and 2, Years 3 and 4 and Years 5 and 6 are taught within the same classroom. Therefore, our curriculum works on a two year cycle: Year A and Year B. Children will either experience the journey of Year A or Year B but by the end of each Key Stage they will have completed what is required of the National Curriculum.

It is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate subject policies). We use a cross-curricular creative approach so that pupils are immersed in a topic each term or half term. The engaging curriculum and linked enrichment opportunities mean each child acquires vital cultural capital at each stage of their primary education. Separate curriculum road maps are available for:

- English
- Maths
- Science
- RE
- PE
- Music
- History
- Geography
- Computing
- PSHE and SRE
- MFL (French)
- Art
- Design Technology

Although teaching and learning is still theme-led, each subject's skills progression is carefully planned from the EYFS up to Year 6 and has a road map to show this clearly. This ensures that the children learn the valuable knowledge required for their age. Reading is seen as a high priority in all subjects and is featured in lessons as regularly as possible.

The schools have collaboratively developed clear long, medium and short term plans which ensure that every teacher understands the curriculum intent of what is taught when and why, and that they are empowered to deliver creative and engaging lessons that secure pupil progression throughout the key stages.

Each year group/subject have:

Long-term plans provide a curriculum map, or overview, that articulates the rationale for the sequencing of the curriculum, so that every teacher knows not only what they are teaching,

but how the knowledge and skills will build upon prior learning and will be developed in future years to ensure progression.

Medium-term plans provide the schemes of work that deliver on the curriculum intent and ensure smooth progression and high aspiration for all pupils. They clearly articulate the expected outcomes and success criteria, key vocabulary to be learnt, and a range of creative activities and resources to provide and innovative learning experiences for both in and out of the classroom. Cross-curricular links are also identified when appropriate.

These plans are not restricted to National Curriculum subject content; they also outline the progression in pupils' cultural and creative opportunities and their character development.

Short-term plans provide teachers with a range of pedagogical approaches to deliver exciting lessons that ensure the progression of the curriculum, even for less experienced teachers.

Equality, Diversity and Inclusion

At the Rural Primary Schools, we teach our curriculum to all pupils, regardless of their ability. We provide learning opportunities matched to the individual needs of each pupil, including those who are more able or have learning difficulties. When planning the delivery of the curriculum and providing feedback to pupils, any EHCP (Educational, Health and Care Plan) IEP (Individual Educational Plan) and SEND (Special Educational Needs and Disabilities) are taken into account.

In order to provide all pupils with relevant and appropriate work at each stage, we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities.

There is also a commitment to ensuring children are exposed to beliefs, cultures and religions that are different to their own. This is done through celebrating festivals in other cultures, collective worship, the topics studied and exposing children to literature from a wide range of authors and contexts.

Roles and Responsibilities

The **Executive Headteacher/Heads of School** will ensure that:

- All statutory elements of the curriculum have aims and objectives which reflect the aims of their school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the curriculum is adequate
- The procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, how they compare with national expectations, and what is required to help them improve
- They complete the monitoring of the day-to-day impact of the curriculum in their schools

- The governing body is advised on statutory targets in order to make informed decisions

The **Governing Body** will ensure that:

- It considers the advice of the Executive Headteacher/Head of School and Director of Standards when approving this curriculum policy and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- Assessment data via teacher assessments and examination results at KS1 and KS2 are published in and progress towards meeting agreed targets is described
- Parents and carers receive timely reports on the progress of their child against clearly defined expectations
- It participates actively in discussion about the breadth and balance of the curriculum

The main responsibility of the **Curriculum Coordinator** is to share good practice and ensure that the curriculum meets the Principles in every subject in every school. However, they also have the responsibility for:

- The day to day organisation of the curriculum
- Monitoring provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives
- Overseeing the work of the Subject Leaders and work collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum

Together, each **Subject Leader** and the **Curriculum Coordinator** will:

- Keep up to date with developments in their subject, at both national and local level
- Plan and/or review the subject planning and how it is taught across the schools and plan for improvement
- Review the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into schemes of work
- Monitor their subject across all of the Rural Primary Schools

Subject Leaders will:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Support staff development and improve the quality of teaching and learning over time
- Monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny
- Monitor and evaluate teacher's planning and teaching
- Keep themselves and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- Liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- Provide efficient resource management for the subject
- Ensure the correct coverage of the curriculum through long term plans

The **Trust Curriculum Leadership Team** is made up of curriculum experts from across LIFE Education Trust. They meet regularly to discuss and evaluate each school's curriculum. They are responsible for:

- Keeping up to date with curriculum developments and pedagogy
- Ensuring that each schools' curricula are aligned in terms of expectations, wording and monitoring
- Supporting each other with curriculum design
- Sharing good practice from each of the schools in the Trust

The Director of Standards and Improvement works closely with the CEO and the Trust Standards Committee. Their role is to ensure consistency and maintain high standards across the Rural Primary Schools and all of the schools within the Trust. The Director of Standards and Improvement is responsible for:

- Completing monitoring across the Rural Primary Schools every half term
- Evaluating the success of the Rural Primary Curriculum
- Supporting the Curriculum Coordinator and Subject Leaders with monitoring
- Feeding back to the CEO, Trust Standards Committee, Heads of School and the Curriculum Coordinator (as appropriate)
- Making suggestions for strategic improvement

The **Trust Standards Committee** ensures that each school is implementing the curriculum to a high standard and decides if schools are fulfilling their duty. The main responsibilities include:

- Listening to, evaluating and agreeing the feedback from the Director of Standards and Improvement
- Ensuring that each school in the Trust is fulfilling its statutory curriculum responsibilities

Monitoring and Evaluation

Every LIFE School sets highly ambitious targets in order to secure progress at above the national average for all pupils, and all groups of pupils. Pupil progress towards these aspirational standards, and the role of the curriculum and teachers in achieving them, is consistently reviewed and evaluated; and, where necessary, appropriate actions taken.

Our curriculum is monitored by the schools' Senior Leadership Teams, the Rural Primary Curriculum Coordinator, the Subject Leaders and the Director of Standards for LIFE Education Trust. The different ways we monitor our curriculum are: observing children working, discussions with children and staff, quizzes and tests, assessment tasks, assessment groups, assessment conversations, book scrutinies, planning scrutinies and lesson observations. We regularly moderate in house and across the Rural Primary Schools in the Trust, to ensure standards are consistently high.

At the end of each term teachers meet with SLT, after having completed assessments, for pupil progress meetings. During these meetings, children who require additional support, intervention or a change in resources are discussed and plans are made accordingly. The SENCo also closely monitors the impact of additional staff, resources and interventions and adapts these when necessary.

LIFE Education Trust via the Governing Body monitors the appropriateness of the curriculum, measuring its impact, taking into account levels of achievement and engagement.

The Governing Body will receive reports, at least annually, from the Heads of School on:

- the progress and attainment of pupils
- the progress and attainment at the end of each key stage, compared with national and local benchmarks
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- the evidence of the impact of external intervention and support and national strategies on standards

LIFE Education Trust will regularly audit its curriculum provision, seeking the views of all stakeholders including pupils, parents, staff and governors.



	Completion Date:	Sept 2020	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
PD1	SMSC	W	W	W	W	W	G
PD2	Preparation for Adult Life	G	G	G	G	G	G
PD3	Physical and Mental Health	G	G	G	G	G	G

Personal Development Healthcheck report for Standards Committee

School Name: Dame Tipping C of E Primary School Term to which this Healthcheck applies: Autumn 2021 Spring 2022 Summer 2022

Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)
 Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)
 White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: Stephen Ley (School Representative)

Meeting to confirm the Healthcheck with: Sarah Bimpong (LIFE Exec/Link Gov) on (Date)

Healthcheck presented to and agreed by the LGB on: _____ (Date)

PD1 Spiritual, Moral, Social & Cultural Development	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>1.1 How does the school provide for pupils' spiritual development? What opportunities exist for pupils to reflect upon their own beliefs & perspectives on life (religious or otherwise)? How is a sense of creativity and fascination fostered? How successful is this currently and what future actions are being taken?</p> <p>1.2 How does the school provide for pupils' moral development? How do you know if pupils understand the difference between right and wrong? How is this developed? And how are pupils encouraged to see the consequences of their actions and behaviours? Where are moral and ethical issues explored in the curriculum? How successful is this currently and what future actions are being taken?</p> <p>1.3 How does the school provide for pupils' social development? How are pupils encouraged to work/socialise with others from different backgrounds (ethnic, religious, economic)? How does the school teach cooperation & conflict resolution? How successful is this currently & what future actions are being taken?</p> <p>1.4 How does the school provide for pupils' cultural development? How are pupils helped to understand & appreciate the cultural influences that shape one's own heritage and exist in modern Britain? How is participation encouraged and monitored in artistic, musical, sporting and cultural activities? (see QoE 2.6) How successful is this currently for all groups of pupils) and what future actions are being taken?</p> <p>1.5 (for Church Schools only); How well prepared is the school for SIAMS and what evidence exists to support this judgement?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>1.1 Pupils' spiritual development is supported in a range of ways. Pupils are encouraged to be reflective through assemblies and PSHE lessons. This term, pupils have been given more opportunities to take part in silent reflection as part of our collective worship which was a recommendation from the previous term. After some of the restrictions of Covid, we have been able to reintroduce assemblies including having Revds. David and Geoff visiting the school to lead assemblies as well as Faith Spinks from the Trust. Within the RE scheme of work pupils learn about different religions and beliefs to support their understanding of different views on life. A new definition of spirituality was created by the head of school in consultation with staff and approved by Carrie Prior in her recent visit. The RE Medium Term Plans are now in place and teachers have been supported by Sarah Tate who has also visited the school and provided support to teachers and the Head of School. Children are encouraged to share their own beliefs and perspectives on life through class collective worship and leading their own assemblies. The school continues to have close links with St John's Church and whilst we have been unable to visit the Church, we have visited the grounds for a memorial service outside. The school has also given a role to a Year 6 pupil who is in charge for overseeing the spiritual side of our school life. He regularly meets with the Head of School to suggest ideas as well as contributing to assemblies.</p> <p>1.2 The school provides moral development through its Core Christian Values; Courageous Optimism, Boundless Creativity and Heartfelt Compassion which are now embedded across school and pupils and staff are actively discussing and modelling the values. The Values continue to support the behaviour expectations of all pupils and are discussed to support the children in identifying right and wrong and allows opportunities for reflection and conflict resolution. A new behaviour policy has been drawn up to give more structured recognition to pupils who consistently display our values and follow the rules. When a child makes a poor choice in their behaviour, they are often spoken to regarding why this is not allowed to help pupils to understand the reasons behind school and class rules to enable them to make better choices and self-regulate in future. Likewise, a restorative approach is used to deal with certain misbehaviours to help pupils recognise the importance of 'putting things right'. Moral and ethical issues are explored through class and collective worship and pupils are asked to share their thoughts, feelings and opinions on a number of matters.</p> <p>1.3 Pupils are encouraged to develop an understanding of social issues through RE and collective worship, but also through the large array of charity work that they do. Throughout the Summer Term they have raised money for St Francis Hospice and we have also continued to support and sponsor the education of two pupils in The Gambia. The school has promoted the Rural Primaries 'Amal' project which has helped our pupils recognise the plight of refugees and has clear links with our value of 'Heartfelt compassion'. The LIFE ambassador pupils participated in discussions regarding this and plans for the future with their counterparts from the other Rural Primaries. This term, pupils have continued to look at issues which affect others including the Ukraine refugee crisis and pupils have been proactive in suggesting ways to help others. Through modelling of our behaviour expectations and use of the behaviour script Pupils are supported during conflict resolution and we are working to support them in becoming independent in doing so. All behaviour incidents are monitored through MyConcern. Social development has been an important consideration through the return to</p>				

school as pupils have had limited to no interaction with others. This term Year 5 and 6 pupils have been encouraged to be play leaders for the younger children and have received training in this. There has been excellent feedback from staff and younger pupils on the excellent job our Play leaders are doing. Throughout the term, the Head boy and head girl have had the opportunity to meet with their counterparts from other schools to discuss ways in which they think of ways of helping those less fortunate than themselves and how they can lead the school in these areas. Staff have supported pupils in speaking and acting kindly, encouraging others and have modelled conflict resolution. This has seen the children happy to independently resolve conflict themselves and encourage others to participate.

1.4

The school is multicultural and teachers encourage pupils, through class discussions and presentations, to celebrate and explain aspects of their cultural heritage. For example, children in The Autumn Term enjoyed assemblies about Diwali and an assembly about Hanukah. Pupils are taught through topic and English about a wide variety of cultures. In the summer Term, Health and fitness week provided opportunities for pupils to identify how singing, dance and art impacted positively on mental health. Extra-curricular clubs in the Spring Term have had an emphasis on the arts this term to provide opportunities for pupils to develop their creativity. All pupils had the opportunity to participate in 'Tipping's Got Talent' where they were able to showcase many talents including, singing, dancing and comedy. The Year 5 and 6 pupils were able to visit Roxwell school for an 'Ancient Greek' experience. In the Autumn Term, pupils had the opportunity to perform in the Chelmsford Cathedral, singing Carols to a large audience in a beautiful setting.

1.5

The Head Teacher has continued to liaise with Carrie Prior, Diocesan advisor with the most recent face to face visit taken place in the Summer term. This year the school has worked on 3 of the 7 strands; Strand 1 Vision and Leadership, Strand 7 The Effectiveness of Religious Education and Strand 6 The Impact of Collective Worship. Evidence and impact of this can be seen in the SIAMS SEF where areas for development have been identified. This was followed up with a visit from Carrie prior and Ian Gurman in the Autumn Term which was very useful for the new Head of School. This was followed up by another visit by Carrie which was positive and another thorough SIAMS preparation visit is planned for the summer term.

The teachers all attended a SIAMS Inset, held at Roxwell Primary School, which went into detail about the SIAMS process and how to generate evidence for it which was well received by all teachers.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because ...

The school has moved to green as further opportunities have been provided to develop prayer and spirituality in school and a greater provision of additional cultural experiences. Children can typically talk about their own spirituality and the importance of doing the right thing. Children's responses in collective worship have improved and has been observed to be good and duly respectful.

The main actions required to improve/maintain this rating are ...

- Develop prayer and spirituality through the work of the collective worship team.
- Extend the use of debating in the school through a debating club and use of debate within the classroom.
- Plan and implement a programme of cultural experiences which is wide and varied
- Consolidate links with our community in order to offer more memorable experiences

- To ensure there is a clear Christian ethos running through the school which is evident in classroom displays and shared areas.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Forest school and production photographs
- Discussions with pupils around the school's core Christian values
- Meeting notes RE Advisor
- SIAMS SEF

Summary of key points of the previous LGB discussion:

PD1 - Assemblies have been reintroduced and there has been collaboration between schools - Faith Spink's, Revds. David & Geoff have lead assemblies

A system of house points has been introduced, to encourage good behaviour and it has also ensured that SEN children are rewarded accordingly. The school has promoted the Rural Primaries 'Amal' project - the children talked about refugees and increased their understanding of their plights. Some of the older children have become play leaders for the younger children - they received training and it has really been appreciated by the younger children. There have been assemblies about other faiths and children learnt about Judaism & Diwali. There was also a trip to Chelmsford Cathedral where the children sang carols to a large audience. Carrie Prior and Ian Gurman's visit helped to identify what makes you realise it's a Christian school and the Head of School will increase the displays accordingly.

PD2 Preparation for Adult Life in Modern Britain	RAG Rating:	RED	WHITE	GREEN
<p>Guiding questions:</p> <p>2.1 In what ways, and how successfully, has the school established an inclusive environment and promoted equality of opportunity?</p> <p>2.2 How well do pupils understand the fundamental British Values? How do you know? How is this being developed and deepened?</p> <p>2.3 How do pupils learn about such issues as protected characteristics, FGM, Prevent, gangs, criminal and sexual exploitation?</p> <p>2.4 How well prepared are pupils for their next steps (education or employment)? What information, advice and guidance are provided?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>2.1 The school strives to provide an inclusive environment for all pupils. Our one level school building provides the opportunity for ease of access for all pupils and family members. Our admissions policy ensures that an inclusive environment is provided for all prospective pupils. Teachers' planning and lesson delivery is tailored to support all children and support all children to achieve to the best of their ability. The addition of a new experienced SENDCo, working 2 days a week, has increased the provision of quality intervention for SEND pupils. For children who are unable to access the curriculum set for their age, adaptations to provision have been made including a designated learning area with specific lessons planned to their developmental needs. Support continues to be put on place for pupils with additional needs so that they are able to be included in everyday classroom and school activities. Throughout the Summer and Autumn Terms there have been additional meetings with parent and carers to identify the progress and support that their children have made. Changes have continued to take place within their provision and additional support from the Havering SEND team has been useful. The school has had several visits from advisors from the borough this year which has quality assured our current practice as well as offering guidance and support to our own staff.</p> <p>2.2 All year groups are taught about British Values through PSHE lessons. There is a whole school half termly focus on one of the British Values and a specific PSHE lesson focuses on this value as appropriate in the different key stages. Pupils are often given the opportunity to vote on specific decisions and the reasons why we vote are explained. The school website contains information about each of the British Values and examples of how these could be demonstrated. Democracy is focused on throughout the curriculum and pupils are regularly given the option to vote for a variety of things including certain roles and responsibilities. This still remains an element which needs further development through more explicit links to British Values displayed within the school.</p> <p>2.3 All pupils participated in the online NSPCC Speak out, Stay Safe Assembly on the 16th November as part of Anti-bullying week. They were able to discuss ways that they could seek help. Relationship and Sex Education took place for all Year 6 pupils in the Summer term. A Year 6 to Year 7 transition pack was completed by all Year 6 pupils and this was supported by the Church moving on activities. All staff received Level 2 safeguarding training in the Autumn Term which included CSE awareness as updated in the 'Keeping Children Safe in Education' guidance. A 'keeping safe' display was also created in a prominent shared area within the school to ensure that all pupils are clear about what support is available to them. Staff have been able to answer safeguarding questions when being asked by external visitors such as Carrie Prior in her Spring Term visit.</p> <p>2.4 The children are well prepared for their next step in education, both within Dame Tipping and once the children move on to secondary school. Although we are a small school and, in some cases, taught by the same teacher over 2 years, the transition is still as important. All children had the opportunity in the summer term to meet their new teacher and class and visit their new classroom, listen to a story, complete some learning and become familiar with their new surroundings. To help prepare the children for the new school year, all teachers complete a pupil hand over to so that all necessary personal and academic information is passed on. The children in Y6 are well prepared for their journey into secondary school. Transition for Year 6 pupils was unable to go ahead but they were supported in school by their class teacher and with a visit from Revd, David. For children on the SEN register or who are identified by staff as benefitting from additional support, the SENDCo meets with a representative from the child's new secondary school, the child, parents and class teacher to take part in a PCR (a pupil centred review) which details the children's view on themselves as learners. Despite their being some new teachers to the school, there has been good consistency of approach which has helped pupils' transitions.</p>				

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because our school environment is inclusive and promotes equality of opportunity. The children are aware of British Values and how they are promoted throughout our school. Children are not yet all able to explicitly explain protected characteristics, however, this is an area that we will continue to embed throughout the next academic year and evidence and promote through pictures and news via the school website.

The main actions required to improve/maintain this rating are ...

- A programme of collective worship has been planned to include teaching around protected characteristics, such as disability
- Update the website with up-to-date information, events and successes including on regular newsletters as well
- Develop deeper roots with British Values as a school and a community

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Collective Worship and Assembly rota
- British Value displays in classrooms

Summary of key points of the previous LGB discussion:

PD2. Assemblies were linked to school values & British values. All staff have Level 2 Safeguarding training and are aware of all updates and danger signs.

There has been a consist approach regarding transition to secondary school and also progression within school

PD3 Physical & Mental Health	RAG Rating:	RED	<u>WHITE</u>	GREEN
<p>Guiding questions (see also PD1 above):</p> <p>3.1 In what ways, and how successfully, does the school develop pupils' character?</p> <p>3.2 In what ways, and how successfully, does the school develop pupils' confidence and resilience thereby strengthening their mental health?</p> <p>3.3 What support and training has been provided for pupils for issues of health, online safety, risks to their wellbeing, bullying and social media?</p> <p>3.4 How does the school develop the pupils' age-appropriate understanding of sex and healthy relationships?</p> <p>3.5 How does the school develop pupils' understanding of and participation in healthy lifestyles, including through extra-curricular activities?</p>				
<p>School's information and narrative: (to include actions and impact since last Healthcheck)</p> <p>3.1 Our school core values; Courageous Optimism, Boundless Creativity and Heartfelt Compassion underpin everything we do as a school community and these have a very positive impact on our pupils. The Values are modelled by staff which are used the values to as a foundation to support the pupils. Throughout school closures and upon return to school there have been opportunities to use the shared language of our values. Assemblies, which are planned centrally by the Trust and adapted for the school, reference all of the Core Values and how characters from the stories display these values. Whilst in collective worship, teachers highlight ways that the assembly demonstrates the school's and Trust's collective values, pupils are becoming increasingly confident and competent at highlighting this themselves. Core Value Commendations are a way of celebrating when the Core Values have been met. Pupils are encouraged to share their own personal achievements and they are recognised for this in the weekly achievement assemblies. As a school, we recognise that pupil's mental health and well-being is paramount to their growth and development into adulthood. We strive to support our pupils to develop a strong sense of self and have positive mental attitudes. Forest School continues to be provided for pupils in EYFS and Key Stage 1, it was also provided by Pupils in Year 3 last year who missed sessions due to the pandemic as we value this as an opportunity to develop pupils' character. Resilience development (linked to courageous optimism), Friendship groups (Linked to heartfelt compassion) are interventions provided to develop pupil's character.</p> <p>3.2 Teachers deliver PE sessions each week to support pupils in building resilience and stamina as well as developing an understanding of how exercise supports well-being. Teachers and pupils agree that this has supported their transition back to school and following the new Complete PE scheme has been a welcomed structure for lessons and staff development. Emotional Literacy support sessions have been tailored to meet the needs of pupils who require more support to develop learning behaviours in school. On returning to school since the lockdown, many pupils have reported feeling upset and have found the transition back into school very difficult, a priority focus in school has been on learning behaviours and ways to develop a growth mindset. In the Autumn Term, pupils requiring additional support due to emotional or social concerns were identified and are receiving small group or 1-to-1 support via the ELSA program. This is now a structured program which will be monitored by both The ELSA assessments and the SENDCo. Greater opportunities to take part in social and competitive sport outside of school hours has also been introduced to develop pupils' resilience, wellbeing and self-esteem. Mental health week took place during the spring term and to promote this, the school took part in several wellbeing activities as well as special mental health assemblies.</p> <p>3.3 Safeguarding training in the Autumn Term had an emphasis on cyber bullying in relation to keeping children safe, this included illustrating to staff warning signs to look for when identifying potential incidents of online bullying. This followed on from staff training which took place in the previous Term to support the teaching of internet safety and were introduced to the DfE Education for a Connected World Framework. Year 5/6 in particular have had additional lessons on e-safety and cyberbullying as a result of some incidents of arguments taking place over social media. The ICT lesson in the Autumn Term have been primarily focused around the safe use of the Internet. These have included sessions regarding what to do if they feel they are approached Online or if they feel they are being bullied online. There are frequent open discussions about wellbeing throughout school and children are supported with whole class strategies and individual support from the ELSA.</p>				

3.4

The Trust RSE policy was circulated for consultation with parents and carers in the spring term. The schools overview for RSE was evaluated and refined in order to be included in the Trust policy and meet statutory DfE guidance. As previously mentioned, ICT lessons in each Key Stage has been proactive in teaching pupils the dangers of inappropriate online behaviour. As part of the support given to pupils through ELSA, certain pupils identified as being anxious about their transition to secondary school, and has provided sessions to help them prepare for this transition.

3.5

During the Summer term we opened up two slots for after school clubs called 'Kids Fitness' where the children attending the after-school club which was run by support staff to provide additional exercise to promote a healthy lifestyle. During the Summer term the whole school also participated in health and fitness week where not only did they learn about keeping fit, they also learned about eating the right foods, all children had the opportunity to make a healthy snack. With restrictions being lifted in the Autumn Term, the school has been able to provide a good range of extra-curricular clubs. This has allowed pupils to have structured activity after school in sports they are familiar with, or to try new sports. To ensure that the extra-curriculum offer reaches as many pupils as possible, the spring term has offered a different range of clubs to interest as many pupils as possible. It has been pleasing that even more pupils attended after school clubs in the Spring term. So far, approximately half the school's pupils have attended at least one of the clubs.

As part of mental health week, the whole school went on a 'walk and talk' mile walk around the local fields. This was a good promotion on the benefits, both physically and mentally, of exercise and socialising with friends.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be Green for this section because we have robust systems in place and embedded across the school that support the physical and mental well-being of all of our pupils. We have worked hard to support learners in being resilient this term and this will continue into the Autumn term. Pupils have strategies to support them with learning and opportunities have been sought throughout the Summer term to support and improve the mental health and lifestyles of our pupils.

The main actions required to improve/maintain this rating are ...

- Continue to develop ways to further build resilience across the school
- Strategies and resources to support Mental Health across the school

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- CPD timetable
- ELSA documents
- Newsletters
- Health and fitness week timetables
- Twitter feeds

Summary of key points of the previous LGB discussion:

PD3. Values used in everyday life have been promoted in assemblies and the children have been keen to contribute. Forest school continues to be popular and gives the children an opportunity to develop their character. Ms Squirrel assesses the children and there are regular changes to the attendees as the children progress - staff are encouraged to suggest children

There has been a big focus on IT safeguarding and the children have received guidance on staying safe. A good range of extra-curricular clubs have been introduced - in some cases this can be a child's only outside activity.



	Completion Date:	Sept 2020	Jan 2021	May 2021	Sept 2021	Jan 2022	May 2022
B1	Behaviour Systems	W	W	W	W	W	W
B2	Behaviour and Attitudes	W	G	G	W	W	W
B3	Attendance and Punctuality	W	W	W	W	W	W

Behaviour and Attitudes Healthcheck report for Standards Committee

School Name: Dame Tipping C of E Primary School Term to which this Healthcheck applies: Autumn 2021 **Spring 2022** Summer 2022
Completing the Healthcheck:

1. For each of the 3 sections that follow, the school should complete a draft response, to include brief detail, data and explanation and a proposed rating. This should be sent to the link Governor and the Director of Standards a week in advance of the meeting. Additional data and examples may be made available for scrutiny at the meeting. Relevant information from the previous Healthcheck should be retained; out-of-date- information should be delete; changes or new information should be highlighted in YELLOW.
2. The link governor and/or Director of Standards will meet with the school representative to interrogate the document, scrutinise evidence, agree the proposed rating and agree how much and which evidence should be presented to the LGB (Local Governing Body). These meetings may be held in person or virtually and may be preceded by email exchanges regarding the draft content
3. Where any category is not rated Green, a brief outline of actions being taken should be included; if any category is rated Red, a separate exception report should be provided.
4. The final Healthcheck draft as agreed with the link governor must be completed in time to be sent out to governors with other paperwork one week in advance of the LGB meeting. Having read this, governors should try to send any questions arising to the clerk for circulation in advance of the meeting. When possible, it is the link governor who should raise the Healthcheck at the LGB meeting, with the member of school supporting. This should **not** involve reading or summarising the whole document; only significant issues, or questions to be answered, should be raised.
5. At the LGB meeting, governors should scrutinise the Healthcheck and any evidence presented to satisfy themselves that they can confidently agree the proposed rating (or, when appropriate, to amend it). A brief summary of any discussion or questions asked at the LGB will be added to the Healthcheck commentary by the clerk, from the minutes of the meeting, and returned to the school ready for the next update.
6. Once agreed, the final Healthcheck should be sent to the Clerk of the Trust Board; ready to be forwarded to the next relevant Committee.

Rating:

Green suggests the school is highly effective in this measure (A strength of the school; Ofsted Good or better)

Red suggests the school is not yet effective in this measure (An area for development for the school; Ofsted RI or worse)

White suggests the school is effective in this measure but is working to improve it (Broadly average; not yet confidently Ofsted Good)

Draft Healthcheck completed by: **Stephen Ley** (School Representative)

Meeting to confirm the Healthcheck with: **Sharon Harris** (Link Gov) (Date)TBC

Healthcheck presented to and agreed by the LGB on: _____ (Date)

B1 – Behaviour Systems	RAG Rating:	RED	<u>WHITE</u>	GREEN
<p>Guiding questions:</p> <p>1.1 How is behaviour tracked and monitored in the school (including incidents of racism or bullying)? What does the monitoring show? Is any group (e.g., PP or SEND) disproportionately represented? And what actions are being taken to improve the situation?</p> <p>1.2 What are the exclusion rates (internal, fixed term, permanent) and how do they compare to last year? Is any group disproportionately represented?</p> <p>1.3 What other data exists to help evaluate behaviour (e.g. rewards, sanctions, pupil voice, parental views) and what do they show?</p> <p>1.4 Is the behaviour tracking system robust and fit for purpose? Has it been reviewed?</p> <p>1.5 How effective and widely understood is the school's behaviour policy? How do you know?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>1.1 Dame Tipping does not tolerate or accept that bullying has a place in our school. We do not have any children who regularly and systematically make poor choices towards other child/children which we note as bullying. Behaviour, including racist and bullying incidents are tracked using MyConcern. My Concern is continued to be used to track behaviour, there have been 8 logs of misbehaviour in the Spring Term which is an improvement on 12 logs from the Autumn Term which is a further improvement on the 22 incidents in the summer 2021. There has been fantastic progress made in a relatively new child to Year 1 who was identified in the Autumn Term. This has been a result of a behaviour plan being introduced after the Christmas break and early support from adults working with her. There was 1 racist incident which was investigated by the CEO (as the Head of School was absent) and the class LSA. It remains unclear as to the culprit in this incident. There were two bullying claims made by parents in the Autumn Term. In the Spring Term, there has been 1 complaint of bullying which was dealt with initially by the Head of School and followed up via the class LSA. This has resulted in a positive outcome. In the summer term we monitored the behaviour of one pupil who was identified as needing additional support as behaviour incidents were identified as becoming very frequent. Support was put in place around transitions which is when the incidents were identified. Monitoring is continuing to take place through professional dialogue and support has been put in place where possible. This pupil has much improved behaviour now although is still monitored in the playground and at transition times and requires support in class. Behaviour has been identified this term (Autumn) as requiring improvement. A focus has been on whole school behaviour at transition times, particularly coming in from the playground and entering Assembly. This has improved steadily with some new initiatives such as 'extra playtime' for the best class of the week coming in and going out of assembly as well as having a structured end to playtimes with the whistle blowing and children stopping play before coming to line up. A new behaviour policy has been put into place with clearer and more consistent rewards for good behaviour with the children's 'houses' being more prominent in everyday school life and house points being given to incentivise good behaviour. Likewise, the new behaviour policy also has a clear pathway of consequences for pupils who do not follow school rules. In the Spring Term, behaviour has continued to show improvement which has been noted on monitoring visits and in staff survey.</p> <p>1.2</p> <p>Spring There have been zero fixed term exclusion this academic year. There was one pupil who was isolated from her class for a day and a half as a result of the bullying incident.</p> <p>Summer There have been zero fixed term exclusion this academic year. The behaviour of one pupil as discussed previously has improved with support put in place using the 5P profile.</p> <p>Autumn</p>				

There have been zero fixed term exclusions in the Autumn term 2021. However, one pupil was sent home from school early after a meeting with parents and was isolated from his class for 2 days relating to an accusation of bullying.

1.3

These are the most recent surveys from stakeholders regarding behaviour in and around school.

Spring Term 2022- Staff Survey- 62% agree that the behaviour of pupils is good – this is an improvement on 50% in the Autumn Term.

Autumn 2020 Term- Pupil Survey- 90% agree that behaviour of pupils is good

Summer Term 2021- Parent/Carer Survey- 86% agree that behaviour of pupils is good

1.4

As a school we agreed on 3 short, simple and memorable rules; Ready, Respectful, Safe. These rules are for all to adhere to which also support the restorative approach to behaviour that we are moving towards. The restorative approach will support all children to become reflective in their behaviours and seek ways to deal with conflict positively. The children and staff have already seen a positive impact on behaviour through the consistency of language being used by all. After reviewing the behaviour policy, the Head of School has increased the prominence of House points and rule reminders to add greater reward and motivation for pupils to follow the school rules. It is recognised that this whole school approach may be difficult for some pupils and so identified pupils will have individual behaviour plans to help improve their behaviour which follows the 5P model and includes a 'menu' of consequences which are matched to their needs. This approach is pupil centred and has had a positive impact on learning behaviours and understanding behaviour needs of pupils. The behaviour tracking using MyConcern is working well. The size of the school and the knowing the pupils well supports the tracking of pupils who have behaviour needs. The introduction of a new SENDCo has further helped the provision of pupils with behavioural needs. The tracking of behavioural concerns logged has reduced for 4 consecutive terms.

1.5

The school's behaviour policy has been adapted this term and shared with staff. There has been notable improvement in the behaviour of the key children around the class, the next target would be to improve and reduce low-level behaviour through recording of these incidents. All classes have a behaviour display to show the behaviour principles of ready, respectful and safe in school. This has been identified during lesson visits and learning walks across school. When children are asked what our behaviour principles are they will confidently recall each one. When talking with pupils, they can articulate the school expected behaviours as well as the values confidently and articulately. Learning walks, focusing on the consistency and implementation of the school behaviour policy have been conducted and show improved behaviour although further learning walks will be conducted in the summer term to monitor consistency of approach.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be WHITE for this section because ...

Whilst there continue to be robust systems in place to support challenging behaviour with the use of 5P profiling and celebration of positive learning behaviours, this requires more time to be fully embedded. Adapting to unexpected changes with staffing and enforced school closures, the changes that have been made to the behaviour systems are not yet effective in all classes and changes have not yet been in place long enough to evaluate their effectiveness.

The main actions required to improve/maintain this rating are ...

- Review the behaviour policy with staff and pupils. Explain and reinforce the revised policy to staff, pupils and parents.
- Continue to monitor the implementation, impact and effectiveness of changes across the whole school
- Ensure that all behaviour policies and systems are managed consistently across school.
- Staff survey completed should reflect that behaviour has improved with a minimum of 80% agreeing this.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Comments and other responses from parent, pupil and staff surveys
- Behaviour survey
- MyConcern
- Behaviour Inset/CPD minutes
- New behaviour policy

Summary of key points of the previous LGB discussion:

B1 - There have been 12 logs on My Concern relating to behaviour which is an improvement on the 22 incidents in the summer term. Of these, only 2 have been serious concerns. There were some complaints of bullying by one child, who has now moved from the school, and another was resolved by the Head of School intervening.

Behaviour has been identified as an issue and incentives to improve have been implemented, such as extra play time, reinvention of House System, along with a consistent approach with the new behaviour policy. There are plans in place for specific children.

B2 – Behaviour and Attitudes	RAG Rating:	RED	<u>WHITE</u>	GREEN
<p>Guiding questions:</p> <p>2.1 What does the evidence of lesson visits show about behaviour in lessons, including pupils' behaviour for learning?</p> <p>2.2 What is behaviour like around the school out of lessons? Is there a calm, orderly and positive environment?</p> <p>2.3 Is their variability in behaviour in the school? By time? Area? Year group? Pupil groups? With particular staff (e.g. cover, MDAs)?</p> <p>2.4 Do pupils feel safe in school? How do you know? What do pupils, parents and teachers say about behaviour?</p> <p>2.5 What methods does the school use to promote high expectations of pupils' behaviour and attitudes?</p>				
<p>School's information and narrative: <i>(to include actions and impact since last Healthcheck)</i></p> <p>2.1 Regular learning walks and visits are conducted by Head of school with many of these having a focus on behaviour and Learning behaviours. As evidenced in the Learning walk records, behaviour has been generally good and has improved throughout the term. This has continued into the Spring Term. In addition to the regular Learning Walks, the school has had a number of visitors who have all commented on good behaviour within lessons. These visitors have included subject leaders from other schools, Governors Sharon Harris and Greg Brome, Carrie Prior, Ian Gurman, Tim Elbourne and Parish Councillor Catherine Burnett. Further external visits were carried out in the Spring Term from HeadTeachers and senior leaders from within the borough and neighbouring boroughs. These were positive with good feedback on communal behaviour such as assemblies and transitions which was previously a concern. Monitoring visits have also provided generally very good feedback although the Science visit did note some low-level behaviour in classes.</p> <p>2.2</p>				

Fabulous walking has continued to be reminded to pupils as one of the key behaviour principles as they move around school. Transitions still need improvement although there has been some progress in this area as a result of some changes. There have been some changes to how classes collect their belongings from the cloakroom/corridor and numbers of pupils have been reduced in the area at one time. Lunchtimes continue to be a concern due to lack of space for the children to move around in but this has improved due to staggered lunchtimes. Now that staggered lunches are no longer taking place, Lunches and Breaktimes remain the most challenging times of the day due to a lack of space and the logistics of pupils needing to travel through the school when going to lunch and to the playground. An additional MDA has been employed to help with this and Year 6 packed lunch pupils have been eating lunch in the Year 3/4 classroom to ease the number of pupils in the dinner hall together which has worked well. However, an additional MDA has left the school and it has been a challenge to replace him. We are currently still advertising. For the summer term, a new lunchtime rota has been created to allow for more focused play and an introduction of lunchtime clubs which should both increase pupils' enjoyment at lunch, but also improve behaviour.

2.3

Behaviour in Lower KS2 is not as consistently good as in the other classes; this is due to the makeup of the cohort and the level of high needs within the class. There is an ECT teacher in the class who has made a good start to her career and has ensured there has been clear progress in the pupil's behaviour within class. Changes to the support staff structure have been made to ensure that there is a consistent adult to support the class and this has had a positive impact. Despite continued improved progress in the behaviour within this class, further support has been provided at key times of the day. This includes social and emotional intervention groups in the afternoons as well as other staff being available for support in the afternoons. The number of behavioural issues has decreased and the learning behaviours have improved within the class. As previously mentioned, we had increased the capacity of staff at lunchtimes in the Autumn Term to improve lunchtime behaviour, however we have lost one midday which has again meant that we are again looking for additional adult support on the playground. At the moment, this has not had a detrimental effect on behaviour although lunchtime noise in the hall has become harder to manage.

2.4

Pupils reported during the review that they feel safe and happy: *Pupils spoke very positively about the school, of which they are proud. They feel safe and happy and enjoy coming to school, as can also be seen in their high attendance rates. (QA review June 2019).* There have been some parental complaints regarding the behaviour of pupils in LKS2, which have been dealt with by the Head of School. All changes and actions have been mentioned above. A pupil questionnaire will be carried out in the near future.

In the Summer Term Parent/Carer Survey- 86% of parents and carers agreed that behaviour of pupils is good and 100% agreed that the school keeps their child/ren safe. Only 50% of staff feel that behaviour is good according to the most recent survey. However, it should be noted that this staff survey was carried out early in the term and clear progress has been made since. In the recent survey, 62% of staff felt behaviour was good and 100% of staff said they felt safe at school.

2.5

A culture of high expectations around behaviour is modelled in school by all members of staff. Those who model the expectations and identified in assemblies and praised verbally by staff for being role models. Weekly certificates are given out with the special commendations being used to recognise pupils who demonstrate good behaviour and consistently display our core values. Class Dojo points are also given to reward good behaviour. This is something which needs to be applied more regularly in all classes. The use of class Dojo points has been enhanced and referred to as house points. Weekly recognition of the house with the most points takes place in assemblies and in the weekly newsletter. Pupils who reach milestones (100 house point in KS1 and 50 points in KS2) have certificates and a 'tea' with the Head of School. This has helped to increase enthusiasm for gaining house points and in terms improving behaviour.

WHERE THIS INVOLVES A CHANGE OF RAG RATING PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be WHITE for this section because ...

New staff members have picked up quickly the principles and the consistency of the behaviour has impacted positively on the transition for pupils. The behaviour policy has been in place for a year but has been amended to give more clearer structure with regards to rewards and consequences. The amended version is to be introduced to all staff, pupils and parents in the Spring Term. Learning behaviour within KS2 has improved; this is affected by behaviour needs of individual children. **There is now a clear intervention matrix in place which includes sessions/interventions to support pupils emotional and behavioural progress.** Support is in place to improve learning behaviours of those children with low self-esteem and reliance linked to early childhood trauma. We have implemented safer and smoother transitions across the school and ensure a greater constancy of Behaviour expectations for all staff and children. Staff have been supported by CPD on behaviour management and all staff are in board to ensure that behaviour expectations are reinforced and modelled to a high expectation around the school. The new reward system should help to move this judgement to green going forwards.

The main actions required to improve this rating are ...

- Monitor learning behaviour during lesson visits.
- Implement the new behaviour policy which should give greater incentive to pupils to behave well at playtime and lunchtime.
- External visits to evaluate behaviour within the school.

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Pupil questionnaires
- CPD timetable
- Lesson Visits
- Learning walks
- Staff and parent feedback

Summary of key points of the previous LGB discussion:

B2- Learning walks have proved to be very helpful and there is a learning buzz in the classrooms - the transition from break to class has also improved.

B3 – Attendance and Punctuality	RAG Rating:	RED	<u>WHITE</u>	GREEN
<p>Guiding questions:</p> <p>3.1 What is the current attendance rate for the school? How does this compare to the LA and national averages and to the school's figures for the last 3 years?</p> <p>3.2 What is the current persistent absence rate for the school? How does this compare to the LA, national and the school's figures for the last 3 years?</p> <p>3.3 What are the above rates for disadvantaged pupils? Are there any other groups which are disproportionately represented?</p> <p>3.4 What actions are being taken to improve the above rates? And what is the impact? How do these figures compare to the school-set targets?</p> <p>3.5 What is punctuality like? To school and to lessons? How is this monitored to evaluate any disproportional representation of pupil groups?</p>				

School's information and narrative: (to include actions and impact since last Healthcheck)

3.1 Attendance

	2017-18 (%)	2018-19 (%)	2019-20 (%)	2020-2021	2021-2022 % (Aut)	2021-22 % (Spr)
School	96.5	96.6	95	96	93.3	94
LA	95.8					
National	95.8					92.2%

National attendance data has not been published recently due to Covid. National figures are becoming available again and can be used for comparisons. At present our whole school attendance has improved from the Autumn Term figures and is above the national attendance rate as can be seen in the table above. During Lockdown, Attendance of pupils accessing Google Classroom during school closures was monitored and where children did not attend live sessions or complete work, they were contacted to encourage attendance. The % of children who attended regular sessions as set out by Government guidance stood at 83%. Pupils who were hard to reach were invited into school and supported through 1:1 sessions and phone calls to encourage attendance. This had a positive impact with 96% of pupils online and regularly attending school or remote learning sessions by the end of the February. Currently, there are no rewards or celebration of attendance in school. This has been due to not wanting to encourage pupils attending when having potential Covid symptoms. Attendance awards will be given in the future to further encourage attendance. Whole School attendance is currently lower than pre-pandemic levels but it is improving each week. The school has been allocated a new Havering Attendance officer who visited the school in February and commented on the improving school picture.

3.2 Persistent Absence

	2017-18 (%)	2018-19 (%)	2019-20 (%)	2020-2021	2021-2022 (Aut)	2021-22 (Spr)
School	5.8	4.6	--	7	17	17
LA	9.0					
National	8.7					

Persistent absence is continuing to be monitored although the huge impact that Covid 19 is having on the health of the nation generally and everybody's new-found caution with all possible symptoms of the virus has been acknowledged by school. Despite this, we have sent letters to parents regarding PA and have also continued to meet with the EWO during the Autumn term to identify pupils whose absence is a cause for concern. Parents met with Head of school to discuss their child's attendance, whilst this has resulted in an improved percentage of attendance, it is still less than 90% and they are still on the PA list. There is a large number of pupils who are persistently absent, however there are many children between 88-90%with improving attendance. Letters will be sent out again to pupils who continue to be persistently absent.

3.3 Disadvantaged pupils and SEN

Spring 2020	Summer 2020	Summer 2021	Autumn 2021	Spring 2022

Attendance PP (19 chd)	93.5%	Attendance PP		Attendance PP (22 pupils)		Attendance PP (21 pupils)	93.4%	Attendance PP (21 pupils)	94.7%
Attendance FSM (8 chd)	90.1%	Attendance FSM		Attendance FSM (15 pupils)		Attendance FSM (14pupils)	95.5%	Attendance FSM (14pupils)	94.1%
PA PP (2 chd)	26.3%	PA PP		PA PP (0 pupils)		PA PP (2 pupils)	9.6%	PA PP (2 pupils)	9.6%
PA FSM (2 chd)	10.5%	PA FSM (2 chd)		PA FSM (2 chd)		PA FSM (2 chd)	14.6%	PA FSM (2 chd)	14.6%
Attendance SEN No EHCP (19 chd)	93.6%	Attendance SEN No EHCP (19 chd)		Attendance SEN No EHCP (19 pupils)		Attendance SEN No EHCP (19pupils)	91.2%	Attendance SEN No EHCP (19pupils)	92.9%
Attendance SEN EHCP (2 chd)	50%	Attendance SEN EHCP (2 chd)		Attendance SEN EHCP (3 Pupils)		Attendance SEN EHCP (3 Pupils)	92.8%	Attendance SEN EHCP (3 Pupils)	92.1%

Summer 2021- School attendance group analysis report to be run by Trudy Wakeman to get data and check for missing marks to be completed on SIMS before 3.3 can be completed.

Autumn 2021 -School attendance is low, although it is low nationally from what data is available. However, our attendance is lower than the other Rural Primaries which is partly the result of several severe tonsillitis cases, chicken pox and 3 families taking holidays during term time.

Spring 2022- Attendance of PP children is slightly above their peers and the national average. Whilst SEN attendance is still low, it is improving and is in line with national averages.. The attendance of disadvantaged groups is broadly in line with the rest of the school. There is not the gap seen nationally between disadvantaged pupils and their peers.

3.4

The school continues to work with parents, children's services and medical professionals to raise awareness of the importance of good attendance and to put provision in place to support pupils being in school. Letters are sent out to parents and carers whose attendance falls below 90% each half term to make them aware of the consequences for poor attendance and the impact it has on progress and attainment as well as social aspects of school. As persistent absence is high, there will be meetings with parents and carers of these children who have attendance significantly below 90% in the spring term. The attendance of these children will be monitored weekly.

We have a good working relationship with the borough access and attendance support and will continue to have regular meetings. Advice and support are given regarding supporting pupils and we will continue to meet with the EWO during the Summer term.

3.5

Punctuality in school overall is good. 2 families have agreements on place with school due to primary aged children attending different schools. The school day now starts at 8:45am and this has improved the punctuality of both families since returning to school in March. Punctuality continues to be generally good although there is a group of three pupils with poor punctuality. One pupil has lost a parent and her punctuality has been poor due to issues surrounding this.

WHERE THIS INVOLVES A CHANGE OF RAG RATING, PLEASE BE EXPLICIT ON WHAT HAS CHANGED TO BRING THE NEW RATING

We consider ourselves to be WHITE for this section because ...

The current is positive in comparison to national data. While there is an X-code which can be used for pupils with Covid symptoms, there is still a large number of pupils with persistent absenteeism who have not had Covid, which would prevent us currently from achieving Green. This data impacts negatively on our attendance figures. Systems are now in place to support attendance across the school. We will continue to work with families and the EWO. Half termly attendance meetings are in place and systems are being regularly reviewed. Systems and process for absence reporting and monitoring are in place and working well. Plans are in place to improve communications between stakeholders which will add an extra layer of continuity for all.

The main actions required to improve/maintain this rating are ...

- Reinforce to parents that term time holidays will not be authorised and that fines will be issued by the LA.
- Continue to work with the school nurse and other health professionals and parents to raise the attendance of pupils with medical conditions
- Continue to work with parents and children's services
- To monitor children with persistent absence weekly and arrange meetings and phone calls to parents
- Attendance throughout the school needs to be consistently above 97%
- Persistent absence <10%

Additional evidence: *(This should be made available for the link governor to scrutinise and to the LGB if requested)*

- Attendance, PA and punctuality reports on SIMs.
- Attendance documents from the EWO
- Letters sent to parents

Summary of key points of the previous LGB discussion:

B3 - There is room for improvement with attendance due to sickness and term time holidays - letters are issued to parents and escalated if necessary.

The Head of School attended Chelmsford Cathedral with the children and was very impressed with their behaviour.

Whole School attendance dipped to 93.3 % which currently lower than hoped for this term. This has been caused partly by several children having holidays during term time at the start of the year and then in the weeks leading up to Christmas we had several cases of tonsillitis, as well as many pupils being off due to cold symptoms, with parents being cautious and keeping pupils off school due to COVID concerns. Havering Attendance officer visited the school in November and advised the school to use the COVID code more often in these examples to improve attendance. Although the attendance figure was low, it was better than national average, and attendance has increased as the term progressed.



Board and Committee Meetings Summary Spring 2022

March Board Meeting

- The Board noted the approval of the new LIFE Behaviours; discussed the External Review of Governance; agreed the extension of tenure of Trustees Mr Jeffery and Mr Tinsley
- The Risk Register was reviewed
- The Board received an update on Covid 19
- The Board received minutes from Standards, Pay & Personnel and Finance & Facilities Committees
- The Board received a presentation from the Confederation of School Trusts on Strong Trusts and discussed the implications of education for public good and civic benefit on our Trust. A letter from the DfE to Accounting Officers was shared and changes at the DfE following the review of the ESFA were discussed
- The Board received a review of the 2019-22 Strategic Plan and received a draft of the next 3 year Strategic Plan. The Board had previously seen a draft at their Strategic Away Day in January however following further work and discussions, the Board requested the CEO review priority 3, added a growth bullet point and recirculated a draft plan.
- The Board received an update on the growth strategy and approved the new format which would be reviewed at each Board meeting.
- The Board discussed one of the 5 areas of growth (mergers and acquisitions) in depth
- The Board received a finance update and agreed a way forward for a school with a deficit that was not the school's making.
- The Board reviewed the Policy Schedule and approved the Complaints Policy for consultation.
- The Board discussed the size of Agenda Packs and agreed that Board meetings were appropriate in terms of length and the types of discussions.
- The Board discussed a system of annual reviews for Trustees which would be implemented this year.

March Finance & Facilities Committee Meeting

- The Committee:
 - noted that the finance team had undertaken a lot of catch up work and fact checking following the resignation of the Head of Finance and following discussion agreed that the Committee would receive an accurate position with narrative relating to variances following the meeting.
 - Approved the SRMSAT checklist (compliance tool from ESFA) for submission by 15th March
 - Reviewed the Healthchecks
- The Committee received a Covid 19 update and requested that as the guidance has relaxed, future updates be subsumed into the Health & Safety report.
- The Committee:
 - received an update on CIF Funding
 - received the Health & Safety Audit reports and summary
 - reviewed the Healthchecks
- The Committee:

- received a Digital Strategy Update
- received the Data Protection Officer (DPO) Report and Action Plan and agreed that Data Protection would be a standing item on future F&F agendas
- The Committee approved the Data Protection Policy, Health & Safety Policy and Governor Allowances Policy for consultation
- The Committee reviewed the Risk Register
- The Committee noted that the Support Staff pay award had been approved and noted that that the figure had already been anticipated in the budget.

March Pay & Personnel Committee Meeting

- The Committee:
 - Noted approvals made with regards pay awards, two reorganisations and an appointment of a part time member of staff.
 - Approved the appointment of a new senior leader at FBA
- The Committee:
 - received an update on the support staff pay award which had been approved and would be backdated to 1st April 2021
 - received an update on confidential staff issues
 - received an updated on the outcome of a pay award appeal
 - received a report on the Gender Pay Gap which showed that the gap was decreasing.
- The Committee:
 - received an update on personnel issues related to Covid
 - received an update on Training & Development
 - received an HR operational update by school which would be a standing item on future agendas
 - discussed the vacancy on the Committee
- The Committee received and discussed the staff survey reports from Dame Tipping and Ford End.
- The Committee reviewed the Healthchecks
- The Committee received a presentation on succession planning and requested the document include a greater level of standing operating procedures with an update at the next meeting
- The Committee reviewed the Risk Register
- The Committee approved the Probation Policy for consultation
- The Committee approved a recommendation to ensure that teaching staff in final salary pension schemes would not be impacted by the Teacher Pay Freeze.
- The Committee approved an appointment in the Executive for September 2022

February Standards Committee Meeting

- The Committee received and discussed the draft priorities, part of the LIFE Script that was discussed at the Strategic Day in January, which would feed into the new Trust 3 year Strategic Plan.
- The Committee:
 - received the Growth Strategy for information
 - received the agreed Curriculum Framework
 - received and discussed the draft Teaching & Learning Framework
 - received an update on the Assessment Framework
- The Committee received an update from meetings that had been held with working parties related to the Frameworks, the SEN, EYFS and IT groups.
- The Committee reviewed the Healthchecks
- The Committee reviewed the Risk Register
- The Committee approved the ECT policy for consultation