



Curriculum Impact Analysis Report

Green Gates Academy

“Strive Believe & Achieve”

2020-21

Forward

Over the past three years an Attainment and Progress Report has been prepared to share the pupils' academic progress and achievements, with the information drawn from the school's end of Key Stage One and Two test results and results around classroom progress within the national curriculum.

Ofsted's new framework, known as the Education Inspection Framework – is clear in that a whole range of information is required to order to assess the 'Quality of Education' pupils are receiving. Indeed, Ofsted is clear that national assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes with their first-hand assessment of pupil's work.

So that we can gain a more holistic view of the Quality of Education, the scope of this document will be broader than the previous iterations, in that it will look beyond examination outcomes to assess whether the intent of our curriculum matches the impact.

Melanie Lyons- Principal

Our Curriculum at Green Gates Academy

At Green Gates Academy, we firmly believe that our children should, 'Strive, Believe & Achieve'. We offer a curriculum which is broad, balanced, and creative, and which builds on the knowledge, understanding and skills of all children regardless of their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the new National Curriculum 2014 and a broad range of experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. We provide pupils platforms to build up their resilience and confidence to overcome any barriers to learning and develop their own self-control to manage their behaviour and keep themselves healthy, safe, and happy. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent, and motivated learners in readiness for their next stage of education.

OUR VISION

At Green Gates Academy we aspire to have all pupils, **strive** towards being the best they can be, **believe** that they have the skills and the confidence to be successful in the future; and **achieve** outstanding progress both academically and emotionally. Thereby allowing them to gain the confidence necessary to make positive contributions to the local community. Thereby allowing them to gain the confidence necessary to make positive contributions to the local community.

Our Curriculum Intent

- 1.To encourage and motivate pupils to set themselves high standards and have high aspirations in turn making good progress and attainment
- 2.We recognise that all children have different starting points both academically and socially. We ensure each child at Green Gates Academy is given a curriculum diet to suit their individual needs.
- 3.We provide pupils platforms to build up their resilience and confidence to overcome any barriers to learning and develop their own self-control to manage their behaviour and keep themselves healthy, safe, and happy.
- 4.We develop pupils who are passionate and enthusiastic about learning and show curiosity about the world they live in. Promoting high levels of attendance and pupil engagement.
- 5.We provide all pupils with a range of opportunities, skills, and knowledge to help them make the rights choices for their future aspirations. Giving the pupils the knowledge and the cultural capital, they need to be successful in life.

Curriculum Impact Outcomes Against Curriculum Intent

1. To encourage and motivate pupils to set themselves high standards and have high aspirations in turn making good progress and have high levels of attainment. (Quality of Education)

Green Gates closely follows the Primary National Curriculum as the curriculum, which sets out the knowledge and skills that pupils are required to gain at the end of each key stage. Ofsted October 2019 "The school curriculum is based securely on the national curriculum. Staff understand pupils' needs well and are expert at making sure the challenging curriculum is adapted to meet the needs of all pupils. We use the White Rose scheme for maths so teaching and learning in relation to maths is consistent and supports the knowledge and skills required through the national curriculum

We use the Cornerstones scheme so teaching and learning in relation to the foundation subjects (history/geography/art/design and technology/science) is consistent and supports the knowledge and skills required through the national curriculum. This also provides the pupils with a creative curriculum framework, based around topic and practical activities which supports our pupils with a very kinaesthetic and visual approach to learning. This supports the children with their learning styles but also their capacity to remember the learning. Using their long-term memory as we find many of our children have a poor short-term memory due to significant trauma they may have suffered in their lives.

IMPACT

Overview of pupil progress in relation to teacher assessments 2020-21

KPI Target link - All pupils make good or better than good progress from individual starting points

KPI link - 65% of pupils at the end of Key Stage 1 assessments have made at least good progress in core subjects

KPI link- 65% of pupils at the end of Key Stage 2 assessments have made at least good progress in core subjects

All our pupils are given a target at the beginning of the academic year. It is expected that most of our pupils make at least one-year national curriculum progress or better. Focussing on the knowledge and skills they have acquired from their initial starting points at the beginning of the academic year.

RAG Rating of progress Summer 2021				
Whole School Number of pupils 50		Maths	Reading	Writing
	Above Target	4% - 2 pupils	2% - 1 pupil	0% - 0 pupils
	On Target	82% - 43 pupils	94% - 47 pupils	86% - 43 pupils
	Below Target	10% - 5 pupils	4% - 2 pupils	14% - 7 pupils
Key Stage One Number of pupils 2		Maths	Reading	Writing
	Above Target	0% - 0 pupils	0% - 0 pupils	0% - 0 pupils
	On Target	100% - 2 pupils	100% - 2 pupils	100% - 2 pupils
	Below Target	0% - 0 pupils	0% - 0 pupils	0% - 0 pupils
Key Stage Two Number of pupils 48		Maths	Reading	Writing
	Above Target	4% - 2 pupils	2% - 1 pupil	0% - 0 pupil
	On Target	85% - 41pupils	94% - 45 pupils	85% - 41 pupils
	Below Target	10% - 5 pupils	2% - 2 pupils	15% - 7 pupils
Whole school Free School Meals Number of pupils 38 pupils		Maths	Reading	Writing
	Above Target	5% - 2 pupils	3% - 1 pupil	0%- 0 pupil
	On Target	88% - 33 pupils	92% - 35 pupils	82% - 31 pupils
	Below Target	7% - 3 pupils	5% - 2 pupils	18% - 7 pupils
Whole school non-school meals Number of pupils 7 pupils		Maths	Reading	Writing
	Above Target	0%- 0 pupil	0%- 0 pupil	0
	On Target	85% -6 pupils	100% 7 pupils	100 % - 7 pupils
	Below Target	15% -1 pupil	0%- 0 pupil	0%- 0 pupil
Whole school LAC Number of pupils 5 pupils		Maths	Reading	Writing
	Above Target	0%- 0 pupil	0%- 0 pupil	20% -1 pupil
	On Target	80% - 4 pupils	100% - 5 pupils	80% - 4 pupils
	Below Target	20% -1 pupil	0%- 0 pupil	0%- 0 pupil

Key Stage One Phonics

KPI LINK - 65% of pupils achieving, or making good progress towards achieving, the standard of phonics at end of Key Stage 1

Key Stage One Progress with interventions to support phonics knowledge and skills. Number of pupils 2		Reading	Writing
	Above Target	0% - 0 pupils	0% - 0 pupils
	On Target	100% - 2 pupils	100% - 2 pupils
	Below Target	0% - 0 pupils	0% - 0 pupils

Key Stage One Teacher Assessments

Key Stage One – Progress Teacher Assessments Number of pupils 2		Maths	Reading	Writing
	Above Target	0% - 0 pupils	0% - 0 pupils	0% - 0 pupils
	On Target	100% - 2 pupils	100% - 2 pupils	100% - 2 pupils
	Below Target	0% - 0 pupils	0% - 0 pupils	0% - 0 pupils

Mock Key Stage Two SAT Results

KPI link- 65% of pupils at the end of Key Stage 2 assessments have made at least good progress in core subjects

Due to the covid19 epidemic there were no external assessments carried out nationally for primary school pupils, so there is no data to share for any external assessments. However, there were four children that really wanted to complete a mock SAT to see how they achieved as they felt they had worked hard and made good progress.

Targets	Reading	Writing	Maths
Pupils meeting CAT target	100% (4 pupils)	100% (4 pupils)	100% (4 pupils)
Pupils meeting DFE target	100% (4 pupils)	50% (2 pupils)	50% (2 pupils)

Overview of Progress for Teacher Assessments End of Key Stage Two

KPI link- 65% of pupils at the end of Key Stage 2 assessments have made at least good progress in core subjects

Reading

	Whole of year 6 15 pupils	Pupil premium Pupils 12 pupils	LAC Pupils 3 pupils
Above target	1 7%	1 8%	0 0%
On Target	13 86%	11 84%	3 100%
Below Target	1 7%	1 8%	0 0%

Writing

	Whole of year 6 15 pupils	Pupil premium Pupils 12 pupils	LAC Pupils 3 pupils
Above target	0 0%	0 0%	0 0%
On Target	11 73%	8 67%	3 100%
Below Target	4 26%	4 33%	0 0%

Maths

	Whole of year 6 15 pupils	Pupil premium Pupils 12 pupils	LAC Pupils 3 pupils
Above target	2 14%	2 17%	0 0%
On Target	13 79%	9 75%	3 100%
Below Target	1 7%	1 8%	0 0%

Reading/Writing/Maths (as a collective measure)

	Whole of year 6 15 pupils	Pupil premium Pupils 12 pupils	LAC Pupils 3 pupils
Above target	0 0%	0 0%	0 0%
On Target	13 87%	10 83%	3 100%
Below Target	2 13% (Both writing)	2 17% (Both writing)	0 0%

Reading Progress based upon book bands.

KPI Target link - All pupils make good or better than good progress from individual starting points

KPI link - 65% of pupils at the end of Key Stage 1 assessments have made at least good progress in core subjects

KPI link- 65% of pupils at the end of Key Stage 2 assessments have made at least good progress in core subjects

Ofsted October 2019 "Since the previous inspection, leaders have revolutionised a number of elements of the curriculum. They have combined high expectations for pupils with a curriculum that builds pupils' knowledge and skills. Pupils' achievement has improved significantly as a result. Reading is given a high priority in the school. Leaders' goal is that all pupils will learn to read. Books chosen for early readers match the sounds that they are learning in phonics. Specialised training for teachers enables them to support pupils who arrive in school as non-readers. Pupils say their daily story time has helped them to gain the confidence to read harder books and develop a love of reading."

In UK schools, Book Bands are used across different reading schemes to indicate the reading level of each book. You will see the Oxford Levels alongside the Book Band colours in the diagram below.

When a child is admitted into Green Gates Academy, we carry out a series of baselines to look at pupil starting points on entry. One form of assessment for reading is checking what reading book level a child can read confidently and fluently. The starting point for a child is when they reach a level of book, they are not able to read fluently and confidently this will then become the child's baseline. This measurement is then triangulated with PIRA (progress in reading assessments) baseline and previous teacher assessments and NC levels from previous schools. This book band is followed until the child can read the book confidently and fluently, then they will move on to the next book band level as shown below. As some pupils come to Green Gates that have not attended school for some time, possibly due to covid19 or like before covid19 due to their behaviour, many pupils have regressed. Once pupils settle into school, staff encouraging daily reading for the child to read to an adult every day and the teacher reading a class text every day, the pupil's confidence in reading grows, gaps in knowledge and skills are filled and some pupils can remember some previous learning.



Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
		8	Brown
9			
10			
Year 3 / Primary 4	7-8 years old	11	
		12	
		13	Grey
		14	
		15	
Year 4 / Primary 5	8-9 years old	16	Dark blue
Year 5 / Primary 6	9-10 years old	17	Dark red
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	

Reading Case Study Example

BC year 5 pupil.

At the beginning of year 5 (Sept 2020) he was baselined at reading at level 1. By the end of year 5 his final assessment demonstrated that he was reading level 6 reading books. (July 2021) This was an increase of 5 levels (years chronological years)

The following interventions were put in place to support BC make progress in reading. These were:

- Sensory regulation in place from Future Steps to help the child with regulation and able to manage his emotions and sensory needs with support and more independently.
- Reading with a member of staff every day/repetition of learning
- Comprehensive questioning following reading sessions to further develop understanding and comprehension of the story that he had just read
- Listening to the class story each day to help develop vocabulary.
- Attending smaller classes during lockdown where he was able to be given further 1:1 support daily to support with his skills in reading.
- Access to personalised interventions during Green Gates Gets Better time.
These included.
- Regular rewards and praise for his achievements
- Reading with the Principal as he gained further confidence and wanted to share his success
- Phonics daily practice with 1:1 support

Pupil's Reading Progress across reading bands (whole school results 50 pupils)

Progress across reading bands	Number of pupils
Remained on the same level	12% (6 pupils) Due to pupils working on phonics. Interventions show that pupils made progress with their phonics scores and application of phonics knowledge
One reading band progress	30% (15 pupils)
Two reading bands progress	16% (8 pupils)
Three reading bands progress	14% (7 pupils)
Four reading bands progress	14% (7 pupils)
Five reading bands progress	14% (7 pupils)

Multiplication Test Year 4

In June 2020, the new Year 4 multiplication tables check became statutory. Year 4 children will now need to take a short online test to make sure their times tables knowledge is at the expected level. (Depending upon their ability)

The multiplication tables check is an **online test** for pupils in Year 4. Pupils are asked to answer **25 questions** on times tables from **two to 12**. They are given **six seconds per question**, with three seconds rest between each question, so the test should last less than five minutes.

Questions about the **six, seven, eight, nine-, and 12-times tables** are likely to come up most often, as these are the hardest for most children to learn. It's a good idea to focus on these tricky times tables with your child.

First and foremost, the check is about finding out which children are struggling with their times tables so that they can get extra support. It is not a judgement on what your child can do, but a way for the school to know how their teaching is going and to adjust their focus if needed.

This year it was **optional** for schools to enter pupils for the multiplications tests due to the impact of covid 19 upon pupils' learning. This year Green Gates pupils completed the Multiplications checks for staff to be able to plan for future years in relation to admin, preparation, and expectations. The systems that we used worked well and there will be some slight amendments made in preparation for 2022.

Below shows an overview of the pupils' performance. We have presently 11 pupils in year 4.

Four pupils were not entered as they are working in key stage one in year one, so therefore working below the expectations of the tests. The remaining eight pupils gained the following scores, all pupils within these eight are all presently working between key skills two and three, so therefore below the expected national levels. All pupils access daily interventions for the multiplications via times table rock stars which pupils engage well with and use as part of their targeted interventions during Green Gates Gets Better time each day.

Year 4 Multiplication testing year 4 Results

(a score of 25 is national expectations, which is full marks when the test is accessed)

Score of check	Number of pupils
Above 20	2
Above 10-19	3
Below 9	2

2. We recognise that all children have different starting points both academically and socially. We ensure each child at Green Gates Academy requires a curriculum diet to suit their individual needs. (Quality of Education)

KPI Target link - All pupils make good or better than good progress from individual starting points

KPI link - 65% of pupils at the end of Key Stage 1 assessments have made at least good progress in core subjects

KPI link- 65% of pupils at the end of Key Stage 2 assessments have made at least good progress in core subjects

All pupils have accurate baselines put in place on entry to Green Gates. Pupils complete several initial assessments which pupils engage with positively to help them make good progress and understand what support is required. This is based upon assessment (PUMA/PIRA/CAT4), pre and post assessment in class and data from previous schools. CAT4 assessments baseline cognitive ability on entry supported with PUMA/PIRA tests for reading and maths ages on entry. These assessment baselines ensure that all pupils are set aspirational targets to ensure that all pupils make good or better progress. Outcomes from key stage one national results are used to create aspirational targets for end of key stage two. Ensuring high levels of challenge by all in school.

IMPACT

- All pupils were screened for dyscalculia and dyslexia on entry to Green Gates Academy. This allows staff to have relevant information for children to provide accurate interventions and further opportunities to narrow the gaps.
- All pupils were set bespoke interventions to narrow any gaps in learning and 100% of pupils engaged in interventions during Green Gates Gets Better Time
- All pupils completed PIRA/PUMA/GL CAT 4 test to triangulate teacher assessments starting points and set inspirational targets which were then reviewed on a termly basis.
- PASS data is also collated to baseline attitudes and emotional issues, **PASS (Pupil Attitudes to Self and School)** is a nationally benchmarked psychometric **assessment** specifically designed to spot attitudinal or emotional issues in children, and will be a useful tool to help your pupils settle back into school life and track how they reacclimatise over the months ahead. All pupils were screened at the beginning of the year, however due to covid19 we were unable to show pupils' endpoints. **This process will be repeated for 2021-22**
- All pupils have an EHCP which are reviewed on a yearly basis. We ensure that all EHCPs are up to date and include up to date information relation to SEMHs needs and support in relation to learning and cognition levels and out lines in detail further information for Educational Phycologist, play therapist, occupational therapist etc. and individual progress. This ensures the school can address all individual needs of all pupils. All EHCP s were reviewed with all parents attending via TEAMS or some face to face following covid19 regulations

The completion of the assessments identified ensure that aspirational targets are set to guarantee challenge in lessons and good or outstanding progress for most pupils in school. Please refer to the results table below.

Whole School progress Teacher Assessments Number of pupils 50		Maths	Reading	Writing
	Above Target	4% - 2 pupils	2% - 1 pupil	0% - 0 pupils
	On Target	82% - 43 pupils	94% - 47 pupils	86% - 45 pupils
	Below Target	10% - 5 pupils	4% - 2 pupils	10% - 5 pupils

3. We encourage pupils to build up their resilience and confidence to overcome any barriers to learning and develop their own self-control to manage their behaviour and keep themselves healthy and safe. (Behaviour and Attitudes)

PSHE is taught with in all classes. We have a dedicated lead for PSHE in school who has benefitted from the most recent training to ensure the development of the new RSHE curriculum was implementation in September 2020. This was supported through a range of assemblies, PSHE interventions from a range of professionals, for example preventions, harbour, blue cross etc. Alongside our effective PSHE curriculum, we have used our sports premium funding to provide further sports opportunities outdoors for example new goal posts, outdoor gym equipment and OT support to provide regulation activities for regulations and support individual sensory needs. In turn this supports health and fitness and health and well-being. Children also benefit from arrange of enrichment activities and all children access one hour PE each week and a range of sports opportunities during break and lunchtime. Pupils engage positively in a daily mental health and well-being sessions where they take part in meditation, relaxation, motivation and further developing their resilience.

PSHE teaching and learning is threaded throughout the school day within assemblies, picture news awareness days and mental health and well-being sessions built into the curriculum day. The school is a member of the PSHE Association which supports teachers with the delivery of a sequential curriculum for PSHE. Pupils also access RE awareness days calendared throughout the year.

IMPACT

KPI link - 100% of pupils are engaged in sensory regulation support directed by the occupational therapy. 100% of pupils make progress in relation to their social and emotional needs, based upon their starting points from September.

KPI Target link - 95% of pupils report they feel safe in school

Results from parent/pupil questionnaires

- 97.5% of parents stated that school deals effectively with bullying
- 92% of pupils highlighted that bullying is not an issue in school
- 100% of pupils feel safe in school
- 100% of pupils report that there is a trusted adult in school
- 96% of pupils enjoy school

Comments from pupils

- Green Gates is the loveliest school ever!
- We have the best teacher in Birch, I love this school, I don't want to leave Birch.
- I like this school and it is the right school for me and the teachers are the best. I love this school
- The staff deal with any problems

Pupil Questionnaire results

5. There is an adult at school I can talk to if something is worrying me.	100%	0%
6. The behaviour of other students in my lessons is generally good.	96%	4%
7. The behaviour of other students around school is generally good.	96%	4%
8. Bullying is not a problem at this school.	92%	8%
9. I feel safe when I am at school.	100%	0%

Comments from parents/carers

- Socially my son has come on leaps and bounds due to the support from school. He is happy and he attends every day. Something he didn't do two years prior to Green Gates.
- Wish people would have listened three years ago and that she was at your school then. I don't stress anymore when I see school's number because she loves school – Thank you.
- Comes to school no problem.
- A good relationship between home and school.

- My child is well taken care of.
- Couldn't be happier. My child could not read or write or anything at his last school. Really, really, really, happy with his progress and his behaviour has got better at home.
- Feels like my son is doing well and is happy with the support that he is given.
- Blown away by everything you have done with my son. I could not ask for a better school.
- My son is much calmer at home.
- I think that the school is fantastic and couldn't fault it. Everything is dealt with, and my daughter loves it.
- My son is very happy at this school, and he is making good progress.
- School have made a massive improvement with my son.
- School is brilliant with communication.
- Green Gates is brilliant – I could not praise the school enough.

Further School Information Regarding Impact

- Pupils have access to the on-line bullying support and academy worry box and sorry box which is monitored effectively Pupils have also accessed on-line safety training through the NSPCC.E safety is also built into computing lessons. During the National lockdown, pupils were able to access all online resources and parents were signposted to be encouraged to use these resources when required.
- Ofsted October 2019.” Most of the time, pupils behave very well. However, as pupils told inspectors: ‘Everyone has their moments.’ Staff understand pupils’ needs well. When a pupil has a crisis, staff know exactly what to do. Their swift action ensures learning continues uninterrupted for the rest of the classes
- During the national lockdown pupils/parents/carers were signposted to websites via e mail, text, post, and school website, to promote healthy eating, mental health and well-being and physical activities that could be carried out in the home.
- 100% of pupils engage positively in a daily mental health and well-being sessions where they take part in meditation, relaxation, motivation and further developing their resilience.
- Pupils engage positively with interventions in relation to Occupational Therapy programmes where 100% of all pupils access a regular sensory programme on site. When children access this provision on site their barriers to learning are reduced and they are ready for learning through the access to the bespoke regulation programmes accessible in school. During National lockdown 100% of pupils were given home programmes to access their sensory interventions. Parents/carers were given guidance through training phone calls by the occupational therapist to support with the programme if required. Programmes were shared using clear pictures of the OT demonstrating the therapy interventions required.
- 100% of pupils attending play therapy sessions engaged well, 100% of attendance throughout the sessions and based on initial baselines show a significant improvement in the SDQ Goodman’s Strengths and Difficulties Questionnaire.100 % of pupils accessed their play therapy sessions via teams and Zoom during the national lock down period in their home or face to face in school.
- Pupils engage positively in several enrichments at school and during golden time activities for example football, dancing, swimming, circus tricks and year six pupils accessed the battle bus for part of their graduation treat.
- The pupils also accessed visits from the police services which included board police vans and meeting police dogs.

4. We provide pupils platforms to build up their resilience and confidence to overcome any barriers to learning and develop their own self-control to manage their behaviour and keep themselves healthy, safe, and happy.

IMPACT

KPI link - 100% of pupils are engaged in sensory regulation support directed by the occupational therapy. 100% of pupils make progress in relation to their social and emotional needs, based upon their starting points from September.

KPI Target link - 95% of pupils report they feel safe in school

ABC – Counselling - Play Therapy

- In 2020-21, fifteen children accessed the Play Therapy service. This number comprises of 11 new referrals and 4 children continued from the previous year.
- Children often presented with more than one issue. Family relationships/attachment issues were the most frequent reasons followed by peer relationships, self-esteem, and behaviour. Two were referred due to sudden family bereavements.
- Fifteen children completed play therapy within this academic year. After completing play therapy, class teachers were asked to complete an evaluation form to comment on how they view the Play Therapy service in relation to whether play therapy has helped pupils and any other comments they wanted to add; the responses from the evaluation questionnaires highlight how positively the play therapy service is received. Strengths and difficulties questionnaires

completed as an initial baseline for children showed that 100% of children has shown a positive reduction from their initial baselines at the starting point prior to play therapy.

Future Steps – Occupational Therapy

- This year each class has completed their own programmes which has allowed for more children to be assessed and more programmes to be ran. It is due to this reason that such improvements have been made areas of therapy such as motor co-ordination/ control and praxis. Therefore, the programmes are consistently delivered throughout the week.
- Staff training was completed at the beginning of the year to increase staff knowledge and understanding of sensory needs so that pupils could be supported further, and needs can be recognised and addressed further.
- Our Occupational Therapists have screened fifteen children to produce a baseline and to review their progress post intervention. This takes into consideration the current educational-based progression framework in conjunction with these component areas: Social & Emotional, Modulation & Regulation, Motor, Praxis, and Executive Function.
- Ten children had bespoke programmes written for them for school/home.

5.We encourage all pupils to be passionate and enthusiastic about learning and show curiosity about the world they live in. Promoting high levels of attendance and pupil engagement. (Behaviour and Attitudes)

Where attendance does not meet school expectations, parents are challenged, and support is provided through the PSA and LA to resolve any issues. School have effective systems and policies in place to support attendance including pupil interventions. Attendance is monitored by Directors and Governors during Trust Academy Council meetings. Where pupils/schools do not meet school expectations directors and governors challenge principals. An attendance report is produced every half-term, which is shared with all staff and next steps are followed through interventions and attendance plans. School has a clear rewards system in place which include celebrations during assemblies of children successes. Use of LOLA stars, DoJo points, golden time etc. All of which provide a range of positive rewards all children can work towards.

IMPACT

KPI target link - The gap between the school's attendance and generic special schools national average of 89.98% (2017-2018 national comparator) is continually improved.

- 98% of parents/carers state that their child enjoys coming to school.
- 96% of pupils stated that they enjoy learning
- 96% of pupils stated that when they attend school, they enjoy it
- Attendance for 2020-21 was 82.5% this includes the impact of the National lockdown disruptions. During the National lockdown up 34 pupils attended school a day (68% of the whole school cohort). All pupils on a CIN/CP/LAC plan attended school either on a full time or part time basis.
- Effective systems are in place to promote high levels of attendance. Attendance is monitored on a half termly basis and individual actions plans are put in place alongside intervention by the tutor to address any attendance issues. Our PSA is very effective in relation to monitoring attendance and working with families and tutor groups to ensure pupils are in school.
- Staff set high targets for attendance and challenge every absence, which is logged on Sims.
- The PSA provides further support in the pursuit of improved attendance to support parents that need support to ensure that their child has high levels of attendance.
- Attendance is rewarded in assemblies with certificates and prizes. Children responded well to these rewards in assembly. Attendance is also now linked to our LOLA star rewards systems
- Pupils have an active student council in place where student voice is strong, this year student council worked together to request a Rainbow Room. Which is a quiet room for pupils to go if they require quiet time to regulate themselves with support to be ready for learning

6. We provide all pupils with a range of opportunities, skills, and knowledge to help them make the right choices for their future aspirations. Giving the pupils the knowledge and the cultural capital, they need to be successful in life (Personal Development)

The curriculum is creative, inspiring, and effective for the children attending Green Gates Academy. The curriculum is enriched with a personal development programme that includes appropriate work to help the pupils keep safe in terms of RSHE, e safety, risky behaviours, and healthy lifestyle choices. Green Gates Academy work with a range of partners to support the delivery of these programmes which include school health service, NSPCC, Blue Cross, Police Red Card for racism, Warburton. Staff have attended training for the new RSHE framework and are presently developing the curriculum further to meet the new demands. Green Gates has a range of partners to enhance the curriculum to ensure that Green Gates is part of the local community. These include links for inclusion colleges, volunteer providers with local primary schools. Our outdoor and vocational learning agenda promotes several cross-curricular links with Tees Wildlife, Shaw Trust, local leisure providers, forest schools, we obtain external funding through several organisations for example Emile Marie Trust, for horse-riding for every child in school, Teesside philanthropist organisation to access local leisure facilities, theatres, and museums.

IMPACT

KPI Target link - 100% of pupils offered Learners' Charter activities

100% of pupils offered health & wellbeing programme as part of the curriculum and where appropriate, engage with health & wellbeing services

100% of pupils are equipped for their role as British citizens by developing an awareness of spiritual, social, moral, and multi-cultural understanding.

- Ofsted October 2019 School leaders want pupils to learn from as many different experiences as possible. Pupils' recent encounters have included boat trips at sea, kayaking, sheep-washing in North Yorkshire and beekeeping. These experiences broaden pupils' understanding of the wider world and help them learn and remember more.
- 100% of pupils have personalised interventions to ensure strong progress is evident and barriers to learning are reduced.
- 100% of pupils participate in health and well-being activities for them to develop further knowledge and understanding in relation to keeping healthy.
- 100% of pupils stated that my school encourages me to look after my emotional and mental health.
- 96 % of pupils state when they are at school they enjoy it.
- 100% of children say that teachers help them do their best
- Ofsted October 2019 "Pupils are offered many opportunities to enhance their personal development. Extra sporting activities include horse riding and swimming. Pupils also spend as much time as possible outside in forest school. Leaders recognise that these activities contribute to pupils' social skills and could enrich the science curriculum."
- Our awareness days throughout the year to support careers, religion, healthy living etc. provide a whole range of opportunities for children. Pupils engage well in these awareness days
- Fundraising opportunities and encouragement of enterprise skills, further details and examples can be seen on our school website. 100% of pupils engaged in fundraising events in school. These included comic relief and sports relief.
- All pupils took part in a number of pony therapy sessions

School Information Regarding National Lockdown

Pupil Attendance

During lock down (Jan – April 2021) we had up to 34 pupils attending school at Green Gates Academy. During attending school children accessed maths, reading and writing on a morning and accessed to a range of foundation subjects on an afternoon. The timetable the children accessed echoed what pupils were familiar with as least disruption as possible.

Support Given to Parents/Carers During Lockdown in Spring 2021

- All children were sent out a pack of work (subject areas maths and English) to last then until the Easter holiday. This work was sent as a hard copy and placed on the website. Y6 pupils were also sent SATS papers to complete.
- All children were sent home with passwords and log on details for work to be completed on Spelling Shed/Nessie/TT Rockstars/Numbots and Purple Mash
- Parents/carers were signposted to various work they can do with children that is detailed on our website
- Reading books, spelling sheets and handwriting was also sent home to the families when requested
- Where pupils had completed work extra work has been sent out by post to pupils where the parents/carers have requested further work
- 2-3 phone calls home each week to speak to child and parents/carer.
- Weekly phone calls to social workers
- All LAC/CIN/CP and EHA meetings were attended by Academy staff.
- Parents were able to ring to speak to the tutor for any further support for their child to support them with their learning

Impact of Support Given to Parents/Carers/Pupils

Contact with Parents/Carers/Pupils for pupils not attending during National Lockdown

Impact Statement	Percentage of pupils/parents
Percentage of parent/carer engaging with weekly phone calls every week	100%
Percentage of pupils engaging with weekly phone calls every week	94% (1 ASD pupils unable to speak directly on the phone) (the pupil was visited at home)

Parent/Carer Questionnaires for pupils not attending school during Spring national lockdown.

Question Asked	Results	
	Yes	No
Were you nervous/worried about your child coming back to school after lockdown?	10(40%)	15(60%)
Now your child is back at school do you still have these worries?	1(4%)	24(96%)
Do you feel happy with the arrangements put in place for your child since March?	24(96%)	1(4%)
Is there anything else that you feel we could do to make things better/safer in school for your child?	Comments from the Parents/Carers	
	<ul style="list-style-type: none"> • No everything is perfect • Very safe • I think that you are doing an amazing job, I really do • Can't think of anything • I think that you are doing everything possible to the guidelines • I am so happy with how my son is, especially at home also- Thankyou • I think that you are doing everything that you can 	

Pupil Questionnaires for pupils not attending during Spring National Lockdown

Question Asked	Results	
	No	Yes
Were you nervous/worried about coming back to school in March?	58%	42%
Now you are back at school do you still have these worries?	97%	3%
Have you enjoyed being back in school from March?	5%	95%
Do you feel safe being in your bubble?	1(3%)	97%
What was the best thing about coming back to Green Gates?	Comments from the Children	
	<ul style="list-style-type: none"> • Doing gymnastics • Teachers and friends in my class (3 pupils) • Seeing the teachers (4 pupils) • Playtime (3 pupils) • Making new friends • Being with my friends (15 pupils) • The work (4 pupils) • Art and Maths • Learning (2 pupils) • PE (2 pupils) • Science • The staff help and support • Maths 	

Pupil Engagement in Remote Learning

Occupational Therapist

Impact statement	Percentage of pupils
Percentage of pupils provided with an occupational therapy home programme	100% of the cohort of children not attending school due to lock down
Percentage of parents contacted to provide training and support to deliver the home programme	100% of the cohort of children not attending school due to lock down

Play Therapist

Impact Statement	Percentage of pupils (total of 7 pupils accessing the support)
Percentage of pupils engaging in play therapist through telephone calls/ZOOM	100%
Percentage of pupils attending 100% of all therapy sessions with the therapist through telephone calls/ZOOM	100%

Pupil Remote Learning Questionnaire – Results

1. How would you rate the amount of work set for you?

- Too much- 2 pupils
- Enough - 9 pupils
- Not enough work – 1 pupil
- Not completed work – 3 pupils

2. Was the work suitable for you?

- Yes – 11 pupils
- No - 0 pupils
- Too hard - 0 pupils
- Too easy 4 pupils

3. How did you complete work at home?

- Online – 5 pupils
- Paper copies of work – 3 pupils
- Online and paper copies – 4 pupils

4. Which activities did you complete at home?

- Purple Mash -8 pupils
- Rock Stars - 8 pupils
- Nessie -2 pupils
- Spelling shed – 4 pupils
- Paper copies of work -5 pupils

5. What was your favourite activity?

- Rock Stars – 3 pupils
- Purple Mash – 3 pupils
- All of it – 1 pupil
- Reading – 1 pupil

6. How much time a week did you spend completing work remotely during lockdown?

- up to 5 hours – 11 pupils
- More than 10 hour – 3 pupils
- More than 15 hours - 0
- More than 20 hours - 0

7. How have you found the support/communication from the school during the national lockdown?

- Excellent – 9 pupils
- Good – 7 pupils
- Satisfactory - 1 pupil
- Poor – 0 pupils

8. How could the support have been improved?

More help with work - 2 pupils

Parent/Carer Remote Learning Questionnaire

1.How would you rate the amount of work set for your child?

- Too much 0
- Enough - 13
- Not enough work 2
- Refused 1

2.Was the work suitable for your child?

- Yes - 14
- No - 0
- Too hard - 2
- Too easy - 0

3.How did your child complete work at home?

- Online - 8
- Paper copies of work - 3
- Online and paper copies – 5
- None - 2

4.Which activities did your child access at home:

- Purple Mash -12
- Rock Stars - 8
- Nessie - 4
- Spelling shed - 8
- Paper copies of work - 6

5.How much time a week did your child spend completing work remotely during lockdown?

- Up to 5 hours - 9
- More than 10 hours - 2
- More than 15 hours - 2
- More than 20 hours - 3

6.How have you found the support/communication from the school during the national lockdown?

- Excellent - 9
- Good - 5
- Satisfactory - 0
- Poor - 1

7. How could the support have been improved?

Good support from staff - 2

I know that staff are there - 2

School have been great

More support - 1