



Curriculum Impact Analysis Report
Green Gates Academy
“Strive Believe & Achieve”
2022-23

Forward

This curriculum impact report has been produced to share the pupils' academic progress and achievements, with information drawn from the school's end of Key Stage One and Two test results as well as results based on classroom progress through the National Curriculum. This report also highlights Green Gates' curriculum intent and how the academy shows the impact of the curriculum intent and implementation for each area of the curriculum areas.

The Education Inspection Framework is clear in that a whole range of information is required in 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.

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 versions, in that it will look beyond examination outcomes to assess whether the intent of our curriculum matches the impact.

The curriculum at Green Gates Academy is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills. This allows the pupils to understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently. This is supported by the use of assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching. Due to the individual needs of the pupils, we provide a range of strategies to support each child with their learning, to be the best they can be.

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.

Our Curriculum Intent

1. To provide a curriculum for children, with reading at the centre of learning, which develops learning and results in the acquisition of knowledge, so children know more and understand more.
2. To encourage and motivate pupils to set themselves high standards and have high aspirations, in turn making good progress and attainment.
3. 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.
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.
5. 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.
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.

Curriculum Impact Outcomes Against Curriculum Intent

1. To provide a curriculum for children, with reading at the centre of learning, which develops learning and results in the acquisition of knowledge, so children know more and understand more.
2. To encourage and motivate pupils to set themselves high standards and have high aspirations, in turn making good progress and attainment.

HSAT Trust KPI Targets:

- 75% of pupils at the end of Key Stage 1 assessments have made at least good progress in core subjects.
- 75% of pupils at the end of Key Stage 2 assessments have made at least good progress in core subjects.
- All pupils make good progress across the curriculum.

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.

| RAG Rating of progress Summer 2023 Whole School Overview – Teacher Assessments | | | | |
|--|--------------|------------------|------------------|------------------|
| Whole School Number of pupils 44 pupils | | Maths | Reading | Writing |
| | On Target | 93% (41 pupils) | 93% (41 pupils) | 91%(40 pupils) |
| | Below Target | 7% (3 pupils) | 7% (3 pupils) | 9% (4 pupils) |
| Key Stage One Number of pupils 3 pupils | | Maths | Reading | Writing |
| | On Target | 3 (100%) | 3 (100%) | 3 (100%) |
| | Below Target | 0 | 0 | 0 |
| Key Stage Two Number of pupils 41 pupils | | Maths | Reading | Writing |
| | On Target | 93% | 93% | 90% |
| | Below Target | 7%(3 pupils) | 7%(3 pupils) | 10% (4 pupils) |
| Whole school Free School Meals Number of pupils 27 pupils | | Maths | Reading | Writing |
| | On Target | 89%(24 pupils) | 89%(24 pupils) | 85%(23 pupils) |
| | Below Target | 11%(3 pupils) | 11%(3 pupils) | 15%(4 pupils) |
| Whole school non- free school meals Number of pupils 12 pupils | | Maths | Reading | Writing |
| | On Target | 100% (12 pupils) | 100% (12 pupils) | 100% (12 pupils) |
| | Below Target | 0 | 0 | 0 |
| Whole school LAC Number of pupils 5 pupils | | Maths | Reading | Writing |
| | On Target | 5 (100%) | 5 (100%) | 5(100%) |
| | Below Target | 0 | 0 | 0 |

Key Stage One Phonics

HSAT Trust KPI Targets:

- 75% of pupils achieving, or making good progress towards achieving the standard of phonics at end of Key Stage 1

| Key Stage One Phonics progress in class | | Phonics Total number of pupils 3 |
|--|--------------|-------------------------------------|
| | On Target | 100% (3 pupils) |
| | Below Target | 0 |

Phonics Screen Check – Overview

Phonics is an effective way of teaching children to read. By ensuring high quality phonics teaching, we want to improve literacy levels and give all children a solid base to build on as they progress through school.

The phonics screening check is an assessment of a child's phonics knowledge. It helps school confirm whether a child is making the progress expected in the national curriculum. With some exceptions, all pupils who have reached the age of 6 by the end of the school year must take the check during that academic year. For most, this will be in year 1. Children who do not make the standard will attempt the check at the end of year 2.

The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning. Pseudo-words are included in the check specifically to assess whether your child can decode a word using their phonics skills.

Key Stage One Phonics Results

| Pupils in each year – pupils in total | Pupil outcome |
|--|--|
| Year two child – 2 pupils (both on roll sept 2022) | Both children did not meet national expectation. They will both continue to access phonics interventions in school during Green Gates Gets Better |
| Year one child – 1 pupil (joined Green Gates March 2022) | Year one child did not meet national expectation. Will continue to access phonics interventions in school during Green Gates Gets Better. Will also attempt phonics screen check again in year two |

After Easter we opened up a new class and four year two children joined us during May and June which is when the overall phonics assessment period was. The outcomes for the children will be used as a baseline for the children to set targets to secure their confidence in phonics further. All four children are working below national expectations.

Key Stage One Teacher Assessments

| Key Stage One – Progress Teacher Assessments Number of pupils | | Maths | Reading | Writing |
|--|--------------|-----------------|-----------------|-----------------|
| | On Target | 100% - 3 pupils | 100% - 3 pupils | 100% - 3 pupils |
| | Below Target | 0% – 0 pupils | 0% – 0 pupils | 0% – 0 pupils |

Key Stage One – End of Key Stage One Attainment

Overview for Key Stage On Outcomes

| Pupils working at the standard of the national curriculum assessments | |
|---|-----|
| Working at greater depth | GD |
| Working at the expected standard | EXP |
| Working towards the expected standard | WTS |

Pre key stage one standards

Pre key stage one standards must be used for statutory assessment of pupils at the end of KS1 who are working below the overall standard of national curriculum assessments and engaged in subject-specific study, as well as for pupils who are working below the standard of the national curriculum assessments because they:

- have not completed the KS1 programmes of study but are still moving onto KS2 with their current year group (and are engaged in subject-specific study)
- cannot communicate in English (and are engaged in subject-specific study)

The pre-key stage standards follow the same principles as the TA frameworks. They each contain 'pupil can' statements for teachers to assess against, providing evidence to show that pupils have met the standard they have been awarded. Teachers should follow the guidance for each subject when making their judgements.

The pre-KS1 standards for English reading, English writing and mathematics range from standard 1-4.

| | |
|------------|-----|
| Standard 4 | PK4 |
| Standard 3 | PK3 |
| Standard 2 | PK2 |
| Standard 1 | PK1 |

Please see Key Stage One Outcomes for Green Gates outcomes below.

In Sept 2022 we only had two pupils in year two on roll.

After Easter we opened up a new class and four year two children joined us during May and June which is when the overall assessment period was. The outcomes for the children will be used as a baseline for the children to set targets for key stage two. All children are working below national expectation

| Pupil | KS1 Reading TA Key Stage 1 | KS1 Writing TA Key Stage 1 | KS1 Maths TA Key Stage 1 |
|---------|----------------------------|----------------------------|--|
| Pupil 1 | PK3 | PK2 | PK3 |
| Pupil 2 | PK2 | PK1 | PK3 |
| Pupil 3 | PK3 | WTS | WTS (pupil accessed test materials) |
| Pupil 4 | PK2 | PK2 | PK3 |
| Pupil 5 | PK3 | PK1 | PK3 |
| Pupil 6 | PK2 | PK2 | PK3 |

Key Stage Two SAT Results

HSAT Trust KPI Targets:

75% of pupils at the end of Key Stage 2 assessments have made at least good progress in core subjects.

There was a total of 14 pupils in year 6 for 2022-23. Seven pupils did not access the SATS in reading/GPS Six pupils did not access maths due to working below standard. Eight pupils (57%) of the year 6 cohort reached national expectations by the end of year 6 by accessing the year six SATS at the end of year 6. Please see a breakdown of the results below.

| | Reading | GPS | Maths |
|---|--------------------|-------------------|------------------------------------|
| Green Gates Pupils achieving National Standard (Age Related Expectations) | 57% (4 pupils) | 14% (1 pupil) | 11% (1 pupil) |
| Pupils nationally achieving National Standard | 73% | 72% | 73% 59% Disadvantaged pupils |
| Green Gates Pupils Prediction based on DFE targets | 71% (5 pupils) | 71% (5 pupils) | 37.5% (3 pupils) |
| Green Gates Pupils Prediction based on CAT targets | 100% (7 pupils) | 86% (6 pupils) | 87.5% (7 pupils) |

Performance in Teacher Assessments – Writing

(School was moderated by the LA and agreed with teacher assessment outcomes)

| | Final Writing | National percentage achieving ARE Writing |
|---|---|---|
| Number of pupils achieving DFE target in writing teacher assessment | Prediction 3 pupils (21 %) Final 1 (7%) | 71% 2023 (58% disadvantaged pupils) |

Performance in Reading/GPS/Maths

| | Prediction | Final | National percentage achieving Reading/GPS/Maths (COMBINED) |
|--|------------|-------|---|
| Number of pupils achieving National Expectations in combined Reading/Writing/Maths | | | 59% 2022 59% 2023 |
| | | | % combined Green Gates Academy based on DFE targets |
| Number of pupils achieving DFE target combined Reading/GPS/Maths | 3 pupils | 0% | 0% |

66% of pupils nationally (44% of disadvantaged pupils) (8% SEN with an EHCP) achieved expected results in all subjects (reading/writing and maths combined)

Overview of Progress for Teacher Assessments End of Key Stage Two (14 PUPILS IN TOTAL)

HSAT Trust KPI Targets:

75% of pupils at the end of Key Stage 2 assessments have made at least good progress in core subjects

Impact

| | Whole of year 6 pupils | Pupil premium pupils | LAC Pupils |
|-----------|------------------------|----------------------|-------------|
| On Target | 13 (93%) | 4(80%) | 3 (100%) |

Reading Maths

| | | | |
|--------------|-------|--------|---|
| Below Target | 1(7%) | 1(20%) | 0 |
|--------------|-------|--------|---|

Writing

| | Whole of year 6 pupils | Pupil premium pupils | LAC Pupils pupils |
|--------------|------------------------|----------------------|-------------------|
| On Target | 13 (93%) | 4(80%) | 3 (100%) |
| Below Target | 1(7%) | 1(20%) | 0 |

| | Whole of year 6 pupils | Pupil premium pupils | LAC Pupils pupils |
|--------------|------------------------|----------------------|-------------------|
| On Target | 13 (93%) | 4(80%) | 3 (100%) |
| Below Target | 1(7%) | 1(20%) | 0 |

HSAT Trust KPI Targets:

- All pupils make good progress across the curriculum
- 75% 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.”*

Comments from VSE report March 2023

“Effective and consistent teacher and TA questioning, along with an expectation of a considered response from pupils, aids progress in both subjects. Pupils are encouraged to be ‘real’ learners, in a real learning environment (calm, positive, ordered, rule-based, respectful). Pupils are always encouraged to think before they act. To be responsible, resilient and independent.”

“Maths and PSHE are both strong subjects that pupils enjoy and consequently grow in confidence by being part of these lessons. They are moving through the curriculums at pace, with at least good output.”

“English curriculum is sequenced according to year groups and how it is implemented to meet the increasing complexity of needs of the pupils.”

“Pupils can produce extended pieces of writing using the skills that they develop over time. The sequence of learning in English demonstrates that pupils are able to develop a range of skills over time to produce an ‘end piece’ of writing.”

Reading Progress based upon book bands.

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, a series of baseline assessments take place 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 that 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 encourage daily reading and each pupil will read to an adult every day as well as the teacher reading a class text each day. As a result, pupil confidence in reading grows, gaps in knowledge and skills are filled and some pupils are able to recall 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 | Blue |
| | | 1a | Red |
| | | 1b | Blue |
| Reception / Primary 1 | 4-5 years old | 1c | Red |
| | | 2 | Red |
| | | 3 | Yellow |
| Year 1 / Primary 2 | 5-6 years old | 4 | Light blue |
| | | 5 | Green |
| | | 6 | Orange |
| Year 2 / Primary 3 | 6-7 years old | 7 | Turquoise |
| | | 8 | Purple |
| | | 9 | Gold |
| Year 3 / Primary 4 | 7-8 years old | 10 | White |
| | | 11 | Light |
| | | 12 | Light |
| | | 13 | Light |
| | | 14 | Grey |
| Year 4 / Primary 5 | 8-9 years old | 15 | Dark blue |
| | | 16 | Dark blue |
| Year 5 / Primary 6 | 9-10 years old | 17 | Dark blue |
| | | 18 | Dark red |
| Year 6 / Primary 7 | 10-11 years old | 19 | Dark red |
| | | 20 | Dark red |

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Reading Case Study Example

Pupil A- Year 3

At the beginning of year 3 (Sept 2022) Pupil A was baselined at reading band 6. Pupil A was an anxious child with ASD traits, low levels of cognition, who had been in school for the last two years only part time due to his high levels of anxiety. The LA requested a placement as the child was at risk of permanent exclusion. When Pupil A first started Green Gates he struggled to enter school without support and struggled to walk into the class. This pupil was offered a staggered transition with a key focus on building positive relationships with both parent and child, and a bespoke curriculum offer to support his resilience. By the end of year 3 his final assessment demonstrated that he was reading band 11 reading books. (July 2023) This was an increase of 5 book band levels. This child has now been diagnosed with Autism

The following interventions were put in place to support Pupil A make progress in reading. Interventions included:

1. Sensory regulation in place from Future Steps to help the child with regulation and ability to manage his emotions and sensory needs with support and then frequently more independently.
2. Reading with a member of staff every day/repetition of learning with a focus on fluency and prosody.
3. Targeted questioning following reading sessions to further develop understanding and comprehension. For this pupil a significant focus was based on inference skills, due to their difficulties with displaying empathy.
4. Class story time to develop love of reading as well as the opportunity to listen to books at a level which he couldn't read for himself; giving the opportunity for pupils to experience a wider range of vocabulary, sentence structures and story development. Pupils also have the opportunity to experience well modelled prosody.
5. Attending smaller classes during lockdown where he was able to be given further 1:1 support daily to support with his skills in reading.
6. Access to personalised interventions during *Green Gates Gets Better* time focussing on fluency and word recall.
7. Regular rewards and praise for his achievements

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

Where pupils are working below age related expectations in reading, a phonic assessment is carried out to identify if further intervention is needed in this area. Using the Little Wandle Rapid Catch-Up DfE approved systematic synthetic phonics (SSP) programme, those identified pupils access a tailored phonic programme relevant to their ability. The phonics programme is delivered at a pace suitable to the individual child's needs and offers regular opportunities to consolidate and revisit where necessary. Pupils also read a book on a daily basis to an adult in line with their phonic knowledge, allowing them to further embed and apply their learning. A focus is given to these sessions around fluency, comprehension and prosody.

Please see below below overview for structure of Rapid Catch Up

| | |
|--------------------------------|-------|
| Foundations for Phonics | |
| Phase 2 | Set 3 |
| | Set 4 |

| | |
|--|-------|
| (Set 1 and 2 are omitted due to being part of the Rapid Catch-Up Scheme) | Set 5 |
| Phase 3 | Set 1 |
| | Set 2 |
| Phase 4 | Set 1 |
| | Set 2 |
| Phase 5 | Set 1 |
| | Set 2 |
| | Set 3 |
| | Set 4 |
| | Set 5 |

| Progress across reading bands | |
|-------------------------------|------------|
| Remained on the same level | 7 children |
| One reading band | 5 children |
| Two reading bands | 5 children |
| Three reading band | 2 children |
| Four reading bands | |
| Five reading bands | 2 children |

Multiplication Test Year 4

In June 2020, the new Year 4 multiplication tables check became statutory. Year 4 children 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. Green Gates recommends to parents and carers that they focus on these trickier times tables with their 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 each pupil 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 pupils were expected to access the check if they had reached working towards or expected year 4. This year some Green Gates pupils completed the Multiplications check. The pupils wanted to take part and feel positive about sitting the checks.

We had six year four pupils at Green Gate Academy for 2022-23. All six children accessed the check. Please refer to scores below. All pupils reaching national expectation in relation to accessing the test on line

All pupils accessed 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. All year 4 pupils also carried out practice screenings prior to the final screening

Year 4 Multiplication testing year 4 Results
(a score of 25 denotes national expectations, which is full marks when the test is accessed)

| Score of check | Number of pupils |
|----------------|------------------|
| Above 20 | 1 |
| Above 10-19 | 3 |
| Below 9 | 2 |

3. 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)

HSAT Trust KPI Targets:

All pupils make good or better than good progress from individual starting points.

75% of pupils at the end of Key Stage 1 assessments have made at least good progress in core subjects.

75% 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 they 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 pupils, and is a useful tool to help pupils settle back into school life and track how they reacclimatise over the months ahead.
- 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 SEMH needs and support in relation to learning and cognition levels. The plans outline in detail further information for Educational Psychologist, play therapist, occupational therapist etc. and individual progress. This ensures the school can address all individual needs of all pupils. All EHCPs were reviewed throughout the last academic year with all parents attending via TEAMS or face to face following changes to previous 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 on the next page.

| RAG Rating of progress Summer 2023 | | | | |
|-------------------------------------|--------------|-----------------|-----------------|----------------|
| Whole School Number of pupils 44 | | Maths | Reading | Writing |
| | On Target | 93% (41 pupils) | 93% (41 pupils) | 91%(40 pupils) |
| | Below Target | 7% (3 pupils) | 7% (3 pupils) | 9% (4 pupils) |

Comments from School Development Partner May 2023

“Observations of learning across the school showed that pupils are nearly always engaged and keen to learn. Pupils’ books evidenced pupils’ progress and show a marked improvement over time”.

Parents/Carer Survey responses May 2023

Parent/carers responded with 100% satisfaction in relation to their child (ren) making good progress. (KPI Target 90%) 100% of children state their child is well looked after and 100% agree that their child is taught well. 100% of parents also confirmed that their child feels safe at school (KPI Target 90%)

4. 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.

HSAT Trust KPI Targets:

90% of pupils report they feel safe in school

PSHE is taught 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 implemented from September 2020. This was supported through a range of assemblies as well as a series of 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 sporting opportunities outdoors. For example, new goal posts, outdoor gym equipment and OT support to provide regulation activities for identified pupils as well as support individual sensory needs. In turn, this supports health and fitness and health and well-being. Pupils also benefit from a range of enrichment activities and all pupils access one hour PE each week as well as a range of sporting opportunities during break and lunchtime.

Pupils engage positively in daily mental health and well-being sessions where they take part in meditation, relaxation, motivation as well as opportunities to further develop 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

Comments from School Development Partner May 2023

"Pupils' mental health is addressed and supported through the PSHE curriculum which covers a wide range of issues using age appropriate resources. Staff have accessed RSHE training from the LA and have also sought advice from CAMHS and Hart Gables LGBTQ+ support services when delivering RSHE to vulnerable pupils. This bespoke approach ensures pupils are given support and advice as well as information tailored to their individual needs."

"Training for staff in managing and supporting pupils' behaviour is comprehensive and from a range of different sources. These include training from health care professionals such as occupational therapists, a play therapist and speech and language therapists."

"Monitoring of the quality of provision for behaviour and attitudes is carried out regularly during learning walks with health practitioners. Feedback given, leaders feel, has contributed directly to the calm atmosphere in school."

Results from parent/pupil questionnaires

- 100% of parents stated that school deals effectively with bullying
- 91% of pupils highlighted that bullying is not an issue in school
- 93% of pupils feel safe in school
- 99% of pupils report that there is a trusted adult in school
- 97% of pupils enjoy school
- 91% of pupils reports that the behaviour of other pupils in lessons is generally good

Comments from parents/carers

- *Brilliant school, get lots of support.*
- *My son is doing absolutely brill at school and really enjoys it. He talks about his classmates and is excited to attend.*
- *Really settled, was worried at first but my son has settled and is enjoying his time.*
- *Absolutely amazing school, had loads of support from staff.*
- *We are very happy with my son's time at the school, we have already seen a change in my son in a short time.*
- *The school is top notch and perfect 10/10.*

- Mrs K has made a difference being the key person for my son and Mrs S has been a fantastic teacher. What a difference with our son
- I wish there were more schools like this one, it is brilliant.
- Doing really well with my son.
- Doing fantastic.
- Need more funding, excellent at what school do.
- So happy with her progress and learning and behaviour.
- Thank you for your hard work and support.
- Made loads of progress.
- Really pleased my son came here.
- My son is very happy.
- My son has come on leaps and bounds since joining Green Gates.
- The school is very calm and relaxed.
- He is coming on amazing since joining Green Gates, especially his learning.
- My son has not progressed due to his needs rather than school.

Comments from pupils

- I enjoy this school and I have changed a ton, the staff have helped me.
- This school is great and I get loads of help with my needs.
- Happy.
- It is good.
- Good school, I enjoy it.
- Teachers are nice.

Further School Information Regarding Impact

- Pupils have access to the on-line bullying support which is monitored effectively. Pupils have participated in activities during National Anti-Bullying Week and attended assemblies to promote an anti-bullying school
- E- Safety is built into the computing curriculum. All pupils access e-safety training. Posters in all classrooms promote support, signposting and awareness of what e safety issues pupils need to be aware of.
- 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”.*
- 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. Signposting of support is also available on our school website
- 100% of pupils engage positively in 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 regulation 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. Pupils also access home programmes to access their sensory interventions when required to support challenging behaviours at home. Parents/carers were given guidance through training phone calls/face to face meetings 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.
- Pupils engaged positively in several enrichments at school and during golden time activities for example football, dancing, swimming, circus tricks and year six pupils accessed the boro bus for part of their graduation treat.
- The pupils also accessed visits from the fire/police services in relation to keeping themselves safe

ABC – Counselling - Play Therapy

- In 2022-23 ten pupils accessed the Play Therapy service. This number comprised of 7 new referrals and 3 pupils continued from the previous 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 pupils have shown a positive reduction from their initial baselines at the starting point prior to play therapy

- 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.

Future Steps – Occupational Therapy

- This year each class has completed their own programmes which has allowed for more pupils to be assessed and more programmes to be delivered. It is due to this reason that such improvements have been made in areas of therapy such as motor co-ordination/ control and praxis. Therefore, the programmes continue to be consistently delivered throughout the week.
- Our Occupational Therapists have screened thirteen pupils 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 pupils had bespoke programmes written for them for school

Further impact Evidence:

- Five pupils accessed support from preventions
- One child accessed therapeutic support – Art Therapy from CAMHS
- Twenty pupils accessed peer massage
- Five pupils accessed support from Draw and Talk
- One pupil accessed therapeutic support from Bridgeways
- One child has accessed support regarding sexualised behaviour from CAMHS
- All staff have accessed training from CAMHS regarding how to support children that demonstrate sexualised behaviour.

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.

HSAT Trust KPI Targets:

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

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 Trustees and Governors during Trust Academy Council meetings. Where pupils/schools do not meet school expectations Trustees 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 includes celebrations during assemblies of pupils' successes. Use of LOLA stars, DoJo points, golden time etc. All of which provide a range of positive rewards all pupils can work towards.

Comments from School Development Partner May 2023

"Attendance is improving, but leaders know they need to continue to work closely with hard to reach families to increase pupils' attendance to pre-covid"

IMPACT

- 96% of parents/carers state that their child is happy when they are at school
- 91% of pupils stated that they enjoy learning
- 91% of pupils stated that when they attend school, they enjoy it
- Attendance for 2022-23 was 87%

- 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.
- Attendance is rewarded in assemblies with certificates and prizes. Pupils respond 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 rewards for the LOLA shop and activities for pupils to access during the Queen's Jubilee celebrations.

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

HSAT Trust KPI Targets:

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.

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. 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 Valley Wildlife, Shaw Trust, local leisure providers and Forest Schools. The academy obtains 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

- 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.
- 95% of pupils stated that my school encourages me to look after my emotional and mental health.
- 97% 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 support Careers, Religious Education and the promotion of healthy living as well as providing a whole range of opportunities for pupils. Pupils engage well in these awareness days.
- Fundraising opportunities and encouragement of enterprise skills play a key part in the curriculum offer. 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 pony therapy sessions.
- All pupils took part in a national careers day where Green Gates had several guest speakers in school to promote a variety of careers which pupils had highlighted that they were interested in during their pupil voice on their EHCP review. Pupils engaged positively with visitors and the presentations from the visitors really motivated the pupils.
- All pupils took part in a Dragon's Den Activity, where they presented their business ideas to the Dragon's Den panel. Pupils engaged positively with the activity and prepared and delivered quality ideas, business plan, costing ideas to the panel.