

# CLINTON PRIMARY SCHOOL TEACHING AND LEARNING POLICY

## Reviewed September 2017

### Rationale:

In our rapidly developing world, it is vital that children are given the skills, attitudes and attributes to be able to contribute successfully and to flourish. It is our school community's responsibility to adapt and grow to meet the needs of today's children with an understanding of the opportunities and challenges of tomorrow's world. We must all learn to provide valuable learning opportunities and quality teaching to enable this to happen.

The purpose of this policy is to share how our context, vision, aims and values underpin and drive learning at Clinton Primary School and how we work to strive for the best outcomes for every child.

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## **Our Vision:**

These statements encompass all we want to achieve for children at Clinton.

Learning together, opening eyes,  
Building community,  
Reaching for the skies!

## **Our School values**

When considering our context and also the sort of world children might enter when they leave school, we have drawn up the main values we wish to model and instil in children.

### Personal Responsibility:

self-discipline  
enthusiasm  
confidence  
individuality and originality  
initiative  
self-esteem  
integrity  
independence  
effort

### Social Responsibility:

courtesy  
fairness  
consideration  
respect  
compassion  
honesty  
co-operation

## Our School Aims

Underpinned by our values, taking the school context into account and building from the vision, these are our school aims.

We aim to:	through:	so that:
provide a safe and secure environment	a clearly understood positive behaviour policy a system of rewards and sanctions rigorous reviews of, and adherence to, health and safety policy and procedures	children feel happy and confident in school.
develop pupil voice	a pro-active school council, speaking and listening opportunities throughout the curriculum, performance, peer mediation, decision making in their learning	children will be equipped to become active contributors to society.
inspire all children to achieve their full academic potential	providing a stimulating, well-resourced, purposeful environment which embraces modern technology	children will be successful and flexible employers and employees in the future workplace, whilst adapting to a technologically advancing world.
further enhance relationships within our community	partnership with other educational providers, links with local organisations and people, close involvement with parents	children can benefit from the skills and expertise within the community and the community can benefit from school- based facilities and services.
enable children to express themselves creatively	an exciting curriculum enriched by specialist music opportunities, activity days, arts weeks, drama	children will be able to demonstrate originality and individuality in the workplace and in their personal lives in the future.
develop an appreciation of diversity	a fully inclusive ethos, seizing opportunities to promote other cultures, developing language awareness and learning	everyone values and is valued by others they have full respect for other cultures children will have opportunities to speak languages in the workplace.
motivate and educate children to pursue a healthy lifestyle with an appreciation of the importance of their environment as a factor in this.	providing an extensive range of out of hours clubs, promoting healthy eating, educating children towards leading healthy lifestyles teaching children to value and protect their environment	children will enjoy good physical, mental and emotional well-being. children will contribute to sustaining the planet.

## The Context of the School – Our ‘Drivers’

Clinton has its own unique context made up of its history and the community it serves. It is important to understand the context of the school in order that teaching and learning is best suited to those circumstances. As a result of a full evaluation of the school’s context, we have identified the following ‘drivers’ which influence our practise. These will be reflected throughout the policy. For fuller information about the school context please see Appendix A at the end of the document.

## SCHOOL DRIVERS 2017

### **Personal Development**

We feel it is important to enable children to develop their personal attributes and characteristics so they can thrive in all aspects of life. As ‘effective learners’, they can be given greater responsibility, ownership and control over their learning. Children will then be able to make the very most of every opportunity at school and beyond, for their own growth and to benefit others. In this way, children will develop a sense self, togetherness, success and wellbeing.

### **Global Citizenship**

We live in a ‘shrinking world’ where, once their schooling is complete, children may work and live in many other countries and with people of many different backgrounds. They will need to be ‘culturally’ intelligent. They need to know how to contribute to and enjoy their roles within varying communities. They should develop a passion for the world and its people and the skills to enable them to make a difference. Their learning at Clinton will be purposeful, motivating and therefore productive.

### **Raising Standards**

Success academically leads to self-confidence and brighter and more diverse opportunities in later life. We must help children develop a range of pertinent skills that equip them well for the future to ensure they thrive in the workplace and in society as a whole.

### **Creativity**

Children need to learn to be creative in order to tackle challenges and solve problems: using a broad range of techniques; empathising with their audience; knowing what it is to truly explore the possibilities and choosing and combining the best of these before honing their thoughts into the best solutions. This will enhance flexibility and resilience - attributes that will stand children in good stead for the future.

Other significant aspects that are part of our culture include:

\* a passion for music - (we have a successful school orchestra and many pupils take up instruments; we have a charity specifically to raise money for music provision)

\* a strong sense of community - (parents are engaged and a part of children's learning whilst children are given many opportunities to contribute to their community)

**Safe, secure and ready to learn:**

Principles to apply to teaching and learning across the whole curriculum

Children's wellbeing is of paramount importance and the school aims that children feel safe and secure in their school environment within a community where relationships are strong. The school ethos is crucial – and part of this comes from the modelling of positive relationships between the staff. Children do need to have someone to talk to and the right support has to be provided to make sure those who feel insecure for whatever reason can be listened to and their anxieties shared so that they can begin to access their education fully. Partnership with parents is important to understand children's emotional state. Teaching and learning environments can develop and protect self-esteem of all children so they are confident and in a good frame of mind for learning. Physical exercise releases endorphins and refocuses. As a school we aim to motivate children to pursue a healthy lifestyle and these principles, when applied, address mental and physical health issues.

Guidance:

- Ensure behaviour is good through consistent application of the behaviour policy;
- Follow safeguarding policies and procedures carefully;
- Use 'The Arts' in particular to help develop self esteem through allowing creativity and the chance for children to express themselves.
- Use PSHE, Circle time, SEAL (Social and Emotional Aspects of Learning) materials, 'Spring Fever' materials and 'Taking care programme' materials to help address children's social and emotional needs;
- Consider barriers to learning and consider talking with parents and / or the SENCo;
- Develop positive 'mindsets' through careful use of praise and ambition for all learners.
- Ensure there are opportunities for children to play a full part in school communities.
- Use PE, exercise breaks or energisers for children to put them in a good frame of mind;
- Build strong relationships with and between children trying to give each child one to one time.

**High Standards and maximising every child's academic potential:**

Principles to apply to teaching and learning across the whole curriculum

Allocation of teaching time is designed to teach the 'whole child' with an emphasis on raising standards. The core subjects of English, Maths and Science are given the greater share of curriculum time, with ICT and PE also given a strong emphasis. Achieving high standards, to us, means making good progress no matter what the starting point.

Every child (no matter what race or gender, whether they have particular special abilities, or have special needs, whether they have English as an additional language or take free school meals) not making the progress we had hoped in maths, reading or writing, as identified through our rigorous tracking, will be given tailor-made support to enable them to do so.

Sometimes this needs to involve outside agencies to make sure the interventions and in-class work is the most conducive to help children make progress. The progress children make will have a knock on effect to other areas of learning as they will gain in confidence and self esteem.

The transferrable skills curriculum in place ensures that children are always learning core skills which lead to greater progress in every subject.

Guidance:

- Policies are available for Maths and English to support effective teaching and learning.
- Advice on planning, teaching and assessment is available from subject leaders;
- In discussion with the Maths and English managers, the Inclusion manager monitors and advises on intervention.
- There should be clear success criteria for any intervention, with a timescale for when these interventions should be completed. Communication with whoever is running the intervention is vital to its success and for the skills to be transferred to class learning. Establish how these communications will happen.
- Care should go into choosing the time for interventions for children to happen so that the same children aren't missing areas of the curriculum or assemblies on a regular basis;
- Teachers and TAs should give regular feedback to children about their learning, providing tips and next steps so that progress can be rapid.

**Becoming great learners:**

Principles to apply to teaching and learning across the whole curriculum

Children need to 'learn to learn' and be actively involved in experiences which teach them explicitly to be 'independent', 'resilient', 'good at focussing' 'persevering', 'self-evaluating' etc. They need to learn how to thrive in their class communities as well as how to hold a positive mindset. As these behaviours and attributes develop, so do the opportunities for teachers to vary the range of learning activities – with children being more responsible and in charge of their own learning to a greater degree. This is extremely motivating and children are therefore more engaged and learn better – and be more likely to realise their potential. The behaviours associated with learning to learn are very closely linked to personal development and are very closely linked with all our school values. The group-work aspects in particular encourage these.

Guidance:

- Ensure skills from the 'Personal Development' strand of the transferrable skills curriculum are regularly taught across the whole of school life.
- Use 'Building Learning Power' materials;
- Actively teach these learning skills and strategies;
- Reflect on feelings and behaviours during lessons;
- Give children feedback on their learning behaviours, drawing attention to them;
- Report on learning behaviours to parents.

**Planning an exciting, engaging curriculum:**

Principles to apply to teaching and learning across the whole curriculum

It is a school aim that we inspire children to achieve their potential. In order to do so, the curriculum must be relevant and meaningful, providing children with skills that will eventually enable them to succeed in jobs that may not even exist at present. Children will be engaged through memorable learning experiences, often including school trips and expertise from the community. ICT will be used to enhance learning opportunities but also to inspire them. Cross curricular teaching will enable children to learn and apply skills in many relevant contexts - with outside learning opportunities maximised. Each lesson in the foundation subjects will involve children developing a 'transferable' skill which deepens their understanding of the lesson content. Through development of these skills, children will learn to manage themselves, to communicate, problem solve, be creative and to perform. This means learning opportunities are always valuable and built upon. Learning experiences will begin with 'provocative' hooks into learning and end with a 'go live' event, where their learning is put into a real life situation. It is vital to us that children develop a love of learning so that it becomes a lifelong pursuit and the curriculum that is provided for them is at the heart of us developing this disposition.

#### Guidance:

- Plan 'Contexts for Learning' to teach skills through a relevant, cross curricular approach.
- Think of a 'go live' event that requires children to build and communicate knowledge throughout and ensure they know these events are the end goal that they are working towards. Have parents attend 'go live' events.
- Consider the usefulness and real life application of objectives for lessons;
- Develop children's 'communication' skills through use of a range of 'talk' activities across the curriculum and beyond, such as in class council meetings and class discussions.
- Use the Creative Arts Zone, i-pad minis and the outdoors to broaden the range of possibilities.
- Content should mostly come from the National Curriculum but could be broadened to content that captures their interest further. Lessons should give children opportunities to practise skills again and again with greater and greater success.
- When planning, take a step back and get children to do the problem solving that designs a line of enquiry through a unit. Give children some say over the content of their learning.
- Ensure children can talk about what a skill is and how they are progressing in this way, using the language of 'skills' and 'tips'.
- Consider whether ICT will improve the learning experience. Ask for support from the ICT coordinator when thinking – I wonder if we could ...
- Be flexible with curriculum timings. Do extended writing in Geography, for example, but in literacy time – to emphasise need for good standards of writing across the curriculum.

#### Developing Creativity in children:

##### Principles to apply to teaching and learning across the whole curriculum

We recognise that children need to be able to be creative problem solvers and aim to provide them with sequences of lessons that build their ability to be creative, particularly in 'the arts'. The sequence might begin with the opportunity for them to take inspiration from some form of art and then goes through the following stages.

1. Broadening the range of techniques at their disposal. Building the number of tools at the children's disposal in any subject gives them more options when tackling a problem.
2. Exploring what they can do with each technique builds confidence and increases capability. Empathising with the audience for the work encourages children to consider what choices they might make – of their broadening selection.
4. Choosing which of the techniques to use and combining these to best effect, giving reasons for choices made

5. Honing and improving the work develops a sense of reflection.

It is important to give children choices over how they present their work so that they can be creative in this regard too.

Guidance:

- Plan this sequence through as many units of work as possible.
- Research to broaden subject specific 'techniques' as this can be a challenge to a non-specialist.
- Make sure children know this process so they can see how they are becoming more creative.
- When giving children choices over how they present their work or demonstrate understanding of an objective, ensure they are aware of the success criteria they should meet, which are non-negotiable.

**Quality Teaching and effective learning:**

*Principles to apply to teaching and learning across the whole curriculum*

It is important to use a variety of teaching techniques to ensure learning is effective. The variety engages children and enables deeper learning. Children learn in different ways and at different rates and what works for one child might not work for another. Planning for teaching means considering children's needs as learners intricately. Using a 'hook' at the start of a lesson captures the children's imagination. Allowing children to be creative will enable them to take charge of their learning and to express themselves as individuals. Creating an atmosphere of trust and openness allows children to flourish. Learning should enable children to understand, become competent and then to apply that competence to a range of situations.

Guidance:

Encourage and facilitate effective learning by selecting from a range of strategies and methods including:

- Drama and debating
- Use of multimedia – music or video
- story
- explanation
- demonstration
- discussion
- practical or physical activity
- investigation and problem- solving
- fieldwork and outdoor learning
- testing

Good teaching involves:

- enjoyment and firsthand experience;
- assessment for learning (see below);
- contextualising learning;
- skilful differentiated questioning and tasks;

- high, but appropriate expectations to challenge children and deepen their knowledge and understanding. These should be shared with them;
- allowing children to take the lead in their learning sometimes;
- timely and effective interventions;
- inspiring quality dialogue;
- sound understanding of subject knowledge by teacher;
- well-organised, classroom routines and procedures;
- sensitivity to special needs, gender issues and provision of equal opportunities;
- noticing and adjusting the pace of learning;
- consolidating new learning;
- safe working practice;
- using homework effectively to reinforce and/ or extend what is learnt at school;
- engaging resources including ICT appropriately used;
- adults supporting teachers being enabled to carry out their roles confidently and competently;
- time for reflection;

Good learning involves:

- stimulation and emotional connection;
- full participation of all children;
- high motivation of children;
- children learning something new and being able to express and articulate that;
- pupils are inspired, challenged and asking questions;
- children being able to apply new concepts.

### **Use of Teaching Assistants in teaching and learning:**

#### *Principles to apply to teaching and learning across the whole curriculum*

TAs at Clinton are employed almost exclusively to directly support children's learning – often through use of intervention programmes such as Rapid Phonics and Rapid Writing, 'mathsercise' and 'power of 1'. Communication with TAs needs to be excellent so that they know exactly what it is the children they are working with are supposed to learn and how. TAs should be given tasks they will be confident to do well. There should be time for TAs to feed back on children's learning so that the teacher knows what the children have gained from doing the activity to inform their planning. TA's should work to increase children's independence – with children encouraged and taught to learn independently and behave well independently.

Guidance:

- Work really hard to build in focussed communication with TAs, with the time provided in the morning for this purpose. Use of communication / feedback sheets can work well.
- Talk about 'learning' with TAs more than giving them 'tasks'.
- Plan for TAs to know what success looks like for the children they are supporting – and for how they will facilitate that success.
- Try to maximise TA time for the good of the children through use of timetabling.
- Ensure TAs understand their role in supporting children to reach 'success criteria' and individual targets.

- Ensure TAs can access and understand information to support children's learning – for example Achievement for All targets; IEP targets etc.

### **Assessment for Learning and its use in planning:**

#### *Principles to apply to teaching and learning across the whole curriculum*

Children must know what exactly they need to do to improve. Children should become very used to self assessing - talking about their learning and considering what they need to do next to improve. They should reflect upon targets they have been set and upon success criteria shared by the teacher. Close assessment will enable teachers to move children through the phases of learning, from 'understanding', to 'fluency' onto application, as they are ready for each phase. Good marking enables children to know how well they are doing and will motivate them. Children should be given regular verbal feedback in lessons to enable them to reflect and learn. Following teacher assessment, differentiation to cater for different starting points should occur and be evident in planning and teaching.

#### *Guidance:*

- Use the assessment policy for further information;
- Plan teaching through practical activities that move children through the phases of learning outlined above, using systems that enable you to provide the 'next activity' easily (with children often knowing where to access the next materials they need independently).
- Plan for 'key questions' that will enable effective assessment and develop children's thinking.
- Sharing success criteria with children enables them to know exactly what it means to achieve in lessons – and this can aid differentiation if used skilfully;
- Negotiate success criteria with children sometimes, especially when teaching writing;
- Have children showing answers and thoughts on whiteboards to check children's understanding or to take them further in their thinking;
- Use self assessment sheets to review learning with children throughout the lesson;
- When marking books, separate those who don't seem to have got it – and catch up with them for 5 mins as soon as possible. Create a 'dialogue' in books with children about their learning. Use the marking policy for additional guidelines.
- Use 'verbal feedback' guidelines in staff handbook to enable you to plan it in as often as possible.
- Use summative assessments to consider groupings and intervention strategies.
- Differentiation can be **by task** (where different activities are given to groups of children or individuals on the basis of their ability), **by support** (where an additional adult, eg: teaching assistant or parent helper provides extra attention), **by outcome** (where the task is the same but the teacher expects different degrees of sophistication in the responses), **by use of additional resources**, (where groups or individuals use equipment to support their work), **by time given, by input** (where the task is similar but the introduction, explanation or questioning varies for different children by resources). Where differentiation is 'by outcome' it is important to consider what outcome demonstrate progress for each group and decide what needs to be put in place for that outcome to be achieved.

### **Continuity and Progression**

#### *Principles to apply to teaching and learning across the whole curriculum*

Long term planning enables the school to ensure that children cover all the objectives of the National Curriculum from year to year whilst Medium Term planning and assessment enables progress to be plotted. These are informed by assessments and conversations between members of staff. Progress of every individual child is tracked and planning adapted based on the needs of the children in each class. Transition planning for 'vulnerable children' takes place so that they make progress quickly from the beginning of each new year.

Transition from one Key Stage to another is managed very carefully with data scrutinised and shared even more carefully. So that children are helped to adjust from one Key Stage to another, there are planned opportunities for them and their parents to meet new teachers. Booklets help them to understand the changes in routines and expectations.

#### Guidance:

- Test analysis grids will enable teachers to decide which areas of the curriculum are a priority for teaching.
- Assessment folders show which areas of the curriculum have been covered and there are further details about individual children. These should be used to plan for coverage and progression.

**Use the 'progression guidance' provided as part of the skills based curriculum to ensure children are being provided with the next steps they need to progress.**

#### **Good Global Citizens:**

##### Principles to apply to teaching and learning across the whole curriculum

It is a school aim that we teach children to value diversity. Our emphasis on global citizenship through our delivery of languages enables children to learn about global issues and their responsibilities in the world. Children should know that learning another language is part of being a good global citizen and the values of the school can be clearly explored throughout these lessons. Planning across the curriculum has been adapted to enhance the opportunities for children to get excited about other countries and cultures and so these values can come to the fore regularly. Children should be given responsibility and see that this leads to them being valued in their class community. They can develop independence and cooperation in this way.

#### Guidance:

- Use an 'issue' as the hook to a lesson or even a whole context to learning;
- Look for opportunities to plan and teach activities with an 'International dimension'.
- Consider assembly themes and school values when planning these sessions to emphasise and help develop attitudes and dispositions;
- Use the school links we have to develop opportunities for children to learn about others.

#### **The learning environment:**

##### Principles to apply to teaching and learning across the whole curriculum

The learning environment is an important factor in ensuring effective learning takes place. Displays are used to value children's contributions in lessons and develop an atmosphere in which children feel their hard work and successes will be

celebrated. Displays on the walls also help to inspire children and raise the profile any aspect the class or school is working on. The atmosphere in the classroom needs to be enhanced by mutual respect developed between class teachers and children and between the children. Organisation of the classroom has a marked impact on how happy children feel, how they value their environment and how accessible resources and learning are.

Guidance:

- Use a balance of displays which value children's work and those that provide tools for learning.
- Consider what messages you want to reinforce to children and use display to do so.
- Literacy walls help keep learning alive throughout a week and focus children on targets and key learning points.
- Useful maths tools on display can support learning.
- Ensure transferrable skills are displayed so that children can see how their learning is being structured for them.
- In order to engage parents in learning they could be invited to see work on display.

**Who is responsible for ensuring the implementation of this policy?**

The Head is ultimately responsible. The responsibility is further delegated to subject leaders, who must apply the principles set down in this policy to their own subjects. All teachers and teaching assistants are then responsible for putting the principles into practice in their teaching.

How do we ensure the policy is put into practice?

A deep level of support is provided to teaching and support staff in order that understanding of pedagogy and its application is at its best. Performance management processes lead to 'professional development' planning which ensures quality of teaching and learning.

The application of the policy is assessed through monitoring by subject leaders and the Senior Management Team depending on School Development planning and priorities.

We are reflective about all our teaching and learning and pedagogy is constantly evolving meaning that learning can be enriched and enhanced. When developing teaching and learning in any subject in the school, these principles should be applied:

Principles to apply to teaching and learning across the whole curriculum

Evaluate current teaching and learning through mechanisms such as observation, book trawls, questionnaires, pupil interviews, whole staff discussions.

Review current practice and make any adaptations based on new understandings and initiatives, taking into account our vision, aims and values.

Share and negotiate new practice being absolutely specific and setting realistic timings for change.  
Monitor the progress of change and put in support to enable it to happen successfully.

Guidance:

- Tight action planning is the key to facilitating change;
- Support from senior managers should be gained;

### **The role of parents:**

#### *Principles to apply to teaching and learning across the whole curriculum*

Parents obviously have a key role to play in their children's learning journey. Our open door policy enables us to listen and address parents' concerns and pass on information. We have a responsibility to ensure parents are partners through careful communications about homework tasks and expectations. The home school agreement states this further. At the start of each year we hold a curriculum information evening where parents are made aware of key transitional changes and expectations. The topics the children will be learning are shared as are homework expectations. Parents are encouraged to support their children in homework activities so that children see they are interested in their children's development and also so that children can gain the most possible from these activities. The homework policy is clear about this. The school holds information evenings each year about an area of the curriculum so that they feel confident in supporting children. Parents are encouraged to support their children in meeting their specific targets and they need to know how to do so. We also provide the opportunities for children to learn from parent volunteers in a variety of ways. Reports including targets and parents evenings mid-year focus on learning and reinforce this partnership further. A detailed report at the end of the year further enables parents to understand their children as learners and gives targets for further guidance on how to help children.

#### *Guidance:*

Be as open with and as available to parents as possible.

Be clear about expectations so parents understand what their children are to get out of homework activities.

Ensure parents understand the targets and that these are referred to in homework activities.

### **The role of governors:**

The governors' roles include:

- Reviewing this policy every year;
- Ensuring the curriculum is broad and balanced;
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the headteacher's reports to governors and the work of the curriculum and school improvement committees;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor teaching strategies in the light of health and safety regulations.

### **Curriculum Policies:**

Curriculum policies should take their lead from the Teaching and Learning Policy and will include a rationale, explaining the key ways in which the teaching of that element of the curriculum can help us to meet our aims. This will be followed by a set of principles which will underpin learning and teaching in that element.

The vision, values and aims informs the teaching and learning policy with the teaching and learning policy guiding all other curriculum policies.

Appendix A:

## The Context of the School

### Main characteristics of the catchment:

Most pupils live in the St John's ward, where there is social housing, with the majority of others living in other areas of Kenilworth. The majority of our children live in owner-occupied homes.

The Extended Services Cluster profile states that the area has a prosperous profile with a high skill level of the adult population. The school community is well supported and the rich range of abilities we can draw upon from the parent population in particular raises the potential for fantastic learning opportunities.

Attendance: is 97.3% (14-15) Children are motivated to learn and supported to do so by their parents.

Mobility: very little mobility with a handful of children leaving, most often those from overseas returning to their own countries. Places are filled quickly.

The school deprivation indicator is 0.1

Transfer: Children come from a range of nursery settings. The majority of children transfer to Kenilworth School; a small number of pupils transfer to independent schools or grammar schools.

Vulnerable group indicators: (At the point of writing this policy)

Children who belong to any of these groups must be carefully planned for to ensure they make as much or more progress than others in the school.

**FSM:** FSM ever 6 is 9%, below the national average.

**SEN:** 8.5% of children on the SEN register: 3.3% of children at School Action or Early Years Action; 2.8% at School Action + or Early Years Action +; 2.4% of children with a statement.

**EAL:** 91% come from a White British background. 4% have English as a second language.

**G and T:** 14% of children are identified as gifted and talented in curriculum subjects although others have been identified for other areas.

**Looked after children:**

### Attainment on entry:

This reflects a broad range of ability, although overall it is well above average. Combining the good ability on entry of children and the potential the school community offers this school should flourish and has a responsibility to produce high standards of education to enable children that come here to take on important and significant roles in the community in the future. We are in a position to grow the brilliant minds of the future!