



# Education Brief

Nerrols Primary School and Nursery

Project Lead/Executive Head

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## Education Brief

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### **1. Introduction**

The Education brief is a document that contains all school policies and strategies. This document will enable all stakeholders to understand the vision for Nerrols Primary School and Nursery, how it will operate, the educational programme that the school will deliver, goals the school wishes to achieve and its ambitions in the future.

Nerrols Primary is a new school and nursery on the edge of Taunton, near Cheddon Fitzpaine and is part of the Richard Huish Trust (RHT). The Trust sponsors a number of schools in the Taunton area and is linked to Richard Huish Sixth Form College – rated outstanding by Ofsted.

Nerrols Primary will start as a small primary school, building to a maximum of 420 places over the following years. It is a two-storey building situated on the site between Nerrols Drive and Bossington Drive off the Venture Way roundabout. The 2.7 acre site includes a 3G sports pitch, hard and soft play areas, a 28 place nursery and parking for staff and visitors, as well as full access for those with disabilities.

### **2. Vision, Ethos, Values and Strategic Objectives**

Richard Huish Trust's vision is to provide a *Good to Outstanding* school, which will deliver the best possible educational outcomes. It aims to reduce the attainment gap for disadvantaged pupils and inspire pupils to reach their full potential in both academic and non-academic areas, enabling them to learn, flourish and aim high.

The Trust's wider vision is to provide exceptional education and training through the delivery of a holistic and vocational curriculum. The Trust is uniquely placed to enable young people's progression throughout their school career and beyond into further or higher education, training and employment.

The Multi Academy Trust (MAT) model offers the school the potential to retain its unique characteristics and to maintain its own local governing body; this model offers head teachers a high degree of autonomy in the work of leading their schools, with the freedom to focus on teaching and learning. The Trust aims to nurture the individuality of its member schools, identifying the areas of strength and distinctive features of the local community in order to promote sustainable improvement.

The Trust's vision is *'To create an environment which enables our partners to deliver exceptional education'*.

The Trust's values, as set out below, underpin the delivery of the Trust's strategic vision:

- We have a culture that cares for the individual and promotes inclusivity, equality and mutual respect.
- We strive to add value and achievement beyond what might be expected.
- Students are at the centre of everything we do.
- We work collaboratively and constructively as a team in order to best serve the local and wider community.
- We are determined and rigorous in our pursuit of educational excellence.
- Honesty and integrity are central to our work.

The Trust's values are underpinned by the following strategic objectives:

- Maintain and seek further improvements in student outcomes through highly effective teaching, learning and curriculum delivery across all areas of the Trust.
- Explore and develop new partnerships and members of the Trust in order to maximise efficiencies and drive up wider standards.
- Through an expanded Trust membership, take advantage of the educational benefits, for all students, of an 'all through' educational provision.
- Grow a talent base of experienced educational experts that can be deployed to support and improve the educational experience of students within and outside of the Trust.
- Establish financial sustainability and stability for the Trust and its member institutions.
- Create and deliver a teaching and learning infrastructure to ensure that all students within the Trust are taught in state of the art accommodation and have access to appropriate IT.
- Ensure clear lines of accountability and responsibility remain through the growing membership of the Trust.

### **3. School Improvement Planning (SIP) – 12 month cycle**

The Trust has developed a programme based on a regular review cycle at both school and Trust level. The focus for each area will be agreed in advance at Director/Member level and is likely to be based on an identified strategic development area.

Nerrols Primary School will follow a 12 month self-evaluation process of School Improvement, with both internal and external quality assurance provided by the Senior Leadership Team (SLT), Local Governing Board (LGB) and Trust Directors. The SIP will define expected pupil outcomes in all year groups, based on previous quantitative and qualitative data. This will be built into the staff appraisal and CPD processes in order to ensure a continuum of appropriate provision to achieve the key priorities of the SIP. SLT will be responsible for monitoring progress towards achieving these priorities and reporting regularly to the LGB on that progress. The LGB will be responsible for internal quality assurance by ensuring that the SIP priorities are met and for reporting progress regularly to the Trust Board. The Trust Board will provide external quality assurance to ensure both the School and Trust key priorities are met over the 12 month cycle.

The clear definition and distinction of roles and responsibilities at all levels of the Trust Governance Structure, alongside the open culture encouraged in terms of peer review, will allow independent challenge as required both across and within the various Boards. Peer review will become an integral part of the Trust's approach in encouraging an open culture of challenge and support. Alongside working in collaboration with local MATs, opportunities will be sought to work with Trusts who are not based within the local area in order to gain a wider, more independent view.

A School Improvement Adviser (SIA) will also be responsible for further external verification of progress towards meeting key strategic and local objectives within all Trust schools. Peer and SIA review reports will be fed back to the LGB and Trust Board and actions plans developed and followed up as required.



## 4. Key Performance Indicators and Targets

### 4.1 First Year

1. School and Nursery pre-opening inspection judgment at good or better.
2. Ensure senior leadership and governance is strong, with a shared vision and understanding.
3. Ensure all policies and procedures are in place and understood.
4. Inculcate a *culture of vigilance* amongst staff and wider community with regard to keeping children safe.
5. Assessment and reporting arrangements embedded in practice.
6. Initial outcomes for first cohort at 10% above 2019 national.

### 4.2 Years 2 to 3

1. Nursery provision increases to 95% occupancy.
2. School numbers increase ahead of planned timescale due to reputation of MAT and new school.
3. New staff employed increase strength of school *culture of excellence*, with particular reference to specialist teaching
4. Wider school collaboration within MAT improves provision still further.
5. Safeguarding policies and procedures judged Outstanding by School/MAT review.
6. Pupils and parents/carers increasingly involved in school improvement process.
7. Wider community involvement, including regular use of School facilities.
8. Standards remain at least 10% above national for FS2, Year 1 and Year 2.

## 5. Leadership and Governance

### 5.1 Richard Huish Trust

As a charity and company limited by guarantee, Richard Huish Trust is comprised and governed by:

- Members who guarantee the liabilities of the Company and review the strategic direction;
- a Board of Directors responsible for, and to oversee, the management and administration of the Company and the academies run by the Trust;
- Local Governing Bodies (LGBs); there will be one LGB for each academy which will be responsible for, the day-to-day management and administration of the academy.

The Board of Directors approves a Scheme of Delegated Authority (SoDA) for each academy. The aim of the SoDA is to provide clarity to LGBs on the extent of their rights, responsibilities, authority and powers and to provide a framework within which the LGB will interact and work with the other governance aspects of the Trust.

## 5.2 Nerrols Primary and Nursery Local Governing Body

The number of Governors who shall sit on the LGB shall be not less than eight and not more than twelve. The LGB shall comprise:

- the Headteacher of the Academy, an ex officio Governor,
- staff Governor (s), no more than one third of the Governors of the LGB shall be employees of the Company,
- two Parent Governors,
- additional Governors, provided that the total does not exceed 12.

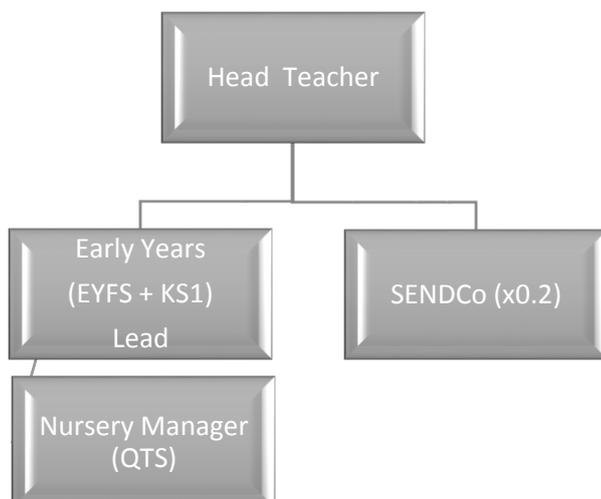
Skills audits, based on the DfE's Competency Framework for Governance (January 2017), will inform succession planning and new Governors will be provided with an induction programme.

## 5.3 Nerrols Primary and Nursery Senior Leadership Team Structure

The Trust intends to recruit and identify the Head Teacher early in 2019, with agreement for time release (funded under pre-opening costs) to allow good engagement and direct involvement in the recruitment and selection of initial staff, to ensure the necessary skills are secured and that attitudes and ethos align with the MAT and school vision.

The Head Teacher will have prior senior leadership experience within an established primary school and confidence and capability in balancing direct teaching and leadership commitment, this will be essential for the initial proposed school phases when numbers are minimal and the potential for mixed year groups is greatest. There is a strong level of experience between the Executive Head and other leaders in the MAT to support with these specific challenges, and that will be maximised pre-opening and in the early phases of the school being established to ensure teaching standards are maintained and curriculum delivery tailored accordingly. Upon opening, regular support visits from experienced leads in the MAT will take place to minimise the effect of such a small school start-up. These visits will focus on developing the curriculum provision rapidly as well as providing pastoral and professional support to a relatively small staff team.

## 5.4 Organisational Chart showing SLT Structure upon opening



Key: EYFS: Early Years Foundation Stage, SENDCo: Special Educational Needs & Disabilities Coordinator, QTS: Qualified Teacher Status

## 6. Curriculum Strategy

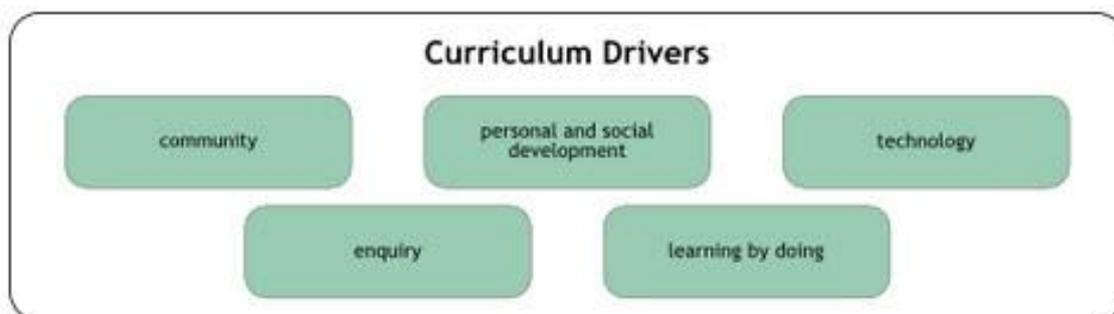
At Nerrols Primary School, the curriculum is specifically tailored to meet the needs of the children. All young people are individuals and our curriculum recognises that. We aim to offer the children the best educational experience possible. We want our curriculum to be exciting, interesting and engaging so that children are curious, inspired and enjoy learning. We believe it is important that the children receive the basic entitlement of the National Curriculum and more. The curriculum is designed to provide a rich and varied programme of activities and learning experiences to meet the needs, interests and aspirations of all learners, within and beyond the school day.

The curriculum seeks to ensure that not only are National Curriculum requirements in place, but also that:

- The curriculum allows for the appropriate progression between the different stages of education (FS1 → FS2 → KS1 → KS2) in line with the vision for a cohesive 'all-through primary' school.
- It provides a curriculum that is creative, purposeful and relevant to the setting of the school and the community in which it is based, but that also broadens the children's horizons as British and World citizens.
- It maximises opportunities for flexibility and personalised learning.
- It reflects and embodies the key vision and aims of the Richard Huish Trust relating to Wellbeing, Community and Diversity and Opportunity and Enterprise, influencing thinking and applications across all relevant areas and ultimately inspires pupils to aspire to achieve excellent outcomes in all areas of learning and development.
- It creates an environment where our most disadvantaged pupils can thrive and progress, through their pre-school and primary experience, to secondary school and beyond.

### 6.1 Curriculum Drivers

The curriculum is underpinned by the RHT Vision and aims, and a set of curriculum drivers.



The curriculum drivers are characteristics that define the curriculum and underpin the work we do. The drivers are areas that will be valued as a school. They give focus to learning opportunities and are embedded throughout teaching and learning, developing the child as a whole.

At Nerrols Primary School, the needs of the children will determine the emphasis of the curriculum. We aim to give children an individualised curriculum experience that changes and adapts according to where the children are and what their needs are. The curriculum will be fluid and deliver a programme of continuous intervention, through *Quality First* teaching.

Nerrols Primary School will be committed to developing the best possible learning opportunities for all its children. We will identify the children's needs, giving learning a sound educational purpose, and then creating imaginative and engaging learning opportunities to accomplish this.

We will encourage active learning through exploration, enquiry, investigation and structured play using first hand experiences wherever possible. We recognise that technology is a part of the children's natural environment and will embrace a wide range of technology as an essential tool for learning. We will provide a range of opportunities for children to develop, use and refine key knowledge, understanding and skills, and to practice and apply them regularly in different contexts and settings.

## 6.2 Subjects/Activities taught during the School Year

Subject/ other activity	Comments
English	English will be taught in both discrete lessons and through a cross curricular approach that develops and embeds skills through other subject areas. Embedding phonic skills will be a priority in FS1 and FS2, and KS1. SPAG will be the focus in KS2. Accelerated reader and other tools and challenges such as book weeks will be set to encourage children to read widely and further develop depth of learning.
Mathematics	Mathematics will be taught in discrete lessons with skills being promoted, used and applied in other curriculum areas to develop confidence and competence in number work and reasoning. Learning and application of mathematical concepts outside of the classroom setting will be encouraged with a focus on deepening knowledge and mathematical skills.
Science	Science will be taught in both discrete lessons and in focused themes covering two terms per year. Cross-curricular links will be made, with a specific link between science and mathematics. It will be designed to focus on <i>working scientifically</i> , in short discreet lessons throughout the year. This will be widened out to incorporate specific programmes of study at KS1 and KS2. The majority of science teaching will be practical and encourage curiosity and exploration about how the world works, building to more detailed and specific knowledge of Physics, Chemistry and Biology by the end of KS2. Students will also be taught about the importance of diet and exercise/ effect of drugs as part of wider school awareness and wellbeing aims.
Humanities	<p>History and Geography will be taught through focused themes two terms per year. Children will be taught key knowledge and understanding</p> <p>KS1 will follow a 3 year programme. KS2 will follow a 4 year programme.</p> <p>There will also be enrichment days to supplement the curriculum time, expand the learning beyond the classroom, and out into the environment and wider world.</p>
Expressive Arts & Design	<p>Creativity and expression will be nurtured and developed through a high quality arts education, delivered as themes two terms per year.</p> <p>KS1 will follow a 3 year programme. KS2 will follow a 4 year programme.</p> <p>There will also be enrichment days to supplement the curriculum time with visits to museums, art galleries and places of cultural and technological interest.</p> <p>Design and Technology will largely be linked to cross-curricular projects and applications but will encompass specifics linked to wellbeing aims such as opportunities to plan, cook and share foods as well as understand where food comes from.</p> <p>Pupils will have regular singing and whole class activities. Pupils will have discrete music lessons with a specialist music practitioner and opportunities on a regular basis to perform to an audience.</p> <p>All pupils will have the opportunity to learn to play a musical instrument.</p>

Subject/ other activity	Comments
Personal, Social, Health and Economic  Development & Citizenship  (PSHE&C)	Pupils will follow PSHE&C programmes appropriate to age, encompassing relevant themes that cover key aspects of wellbeing such as self-esteem, staying safe and healthy, growing up, friendships, SRE and an understanding and appreciation of diversity and differences. It will involve elements of forest school and outdoor education (capitalising on the planned neighbouring Country Park) and teach the importance of British Values and inclusion. The UNICEF Rights Respecting Agenda (RRSA) and JIGSAW PHSE&C programmes will provide the framework for teaching this area of the curriculum. The <i>Thrive</i> programme of intervention to support the development of the children's emotional wellbeing will also be introduced to supplement the delivery of PSHE&C.
Religious Education (RE)	All pupils will have discrete RE lessons with links made to other curriculum areas where appropriate. The lessons will cover the key content in the national curriculum and the Standing Advisory Council on Religious Education (SACRE) guidance, as well as provide significant opportunities for pupils to ask Big Questions, and explore similarities and differences between people and faiths.
Physical Education (PE)	All pupils will have Physical Education lessons each week incorporating a mixture of sports and physical development activities. Lessons will be taught by specialist PE practitioners, and with input from class teachers. All pupils will be encouraged and provided with the opportunity to learn to swim. Extracurricular activities will also supplement the curriculum time drawing on additional support from appropriately skilled Sixth Form Students from Richard Huish College.
Modern Foreign Languages	MFL will start in KS1 with the introduction of words and phrases linked to cross-curricular teaching about countries and cultures, formalising into more discrete lessons in KS2 as pupils oracy skills increase. Online resources, such as <i>LanguageNut</i> will be used to support teaching in both Key Stages.
Computing / Coding	Computing will not be taught in discrete lessons but embedded across the curriculum to ensure development of key skills and awareness delivered across the year. This will include important messages relating to internet-safety so that pupils can be confident and safe users and creators of digital material. New opportunities to enhance learning through technology will be optimised and explored across the curriculum. Coding will be taught discreetly in short weekly sessions.
Wider / out of school activities	It is the vision of the MAT to provide enrichment opportunities both before and after school and outside of term times (where possible), to provide opportunities for child and parent engagement and support and opportunities for the local community – to include sports, music, drama and environment creativity activities as developed over time. Family learning activities, such as <i>Family FUNS</i> will be introduced very early in the school's development to encourage a wider sense of community.

### 6.3 Early Years Foundation Stage (EYFS) Curriculum at Nerrols Primary School

The Foundation Stage is a distinct phase of education in its own right and covers the age range 3 to the end of the Reception Year. Once the nursery opens in September 2019 the provisions for FS1 and FS2 will work closely together under a single leader to ensure continuity and progression, whether or not nursery children go on to attend the school.

The early years' education we plan to offer is based upon the EYFS principles of:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

and takes into account the following commitments, which are to:

- develop a joy and enthusiasm for learning. This includes the skills to stay safe, be happy and healthy, to enjoy and achieve, to make a positive contribution, and begin to understand the drive to achieve economic well-being;
- provide safe, happy and challenging learning environments, both inside and outside, where children can develop the skills and knowledge needed to become successful, confident and independent learners;
- offer a structure for learning that has a range of starting points, that match the needs of the children in our care and opportunities that reflect the importance of all children;
- ensure rich and stimulating provision that enables children to develop their minds and bodies, and from which no child is excluded or disadvantaged;
- build upon what our children already know and can do, supporting and extending the development of all;
- prepare the children for a successful transition to Key Stage One, through effective partnership with KS1 teachers, and with effective data tracking and planning.

#### **6.4 Play and active learning in the Foundation Stage**

A balance of explorative and structured activity is a key to children's social, emotional and educational development. Through play, our children explore and develop learning experiences, which help them make sense of the world. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

They are encouraged to select and undertake free exploration of equipment and materials, thus developing creativity and imagination. Adults encourage children to talk about their learning, extend, and support their understanding.

Children are given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

#### **6.5 SEND/Pupil Premium Grant/ English as an Additional Language/ Gifted + More Able**

Nerrols Primary School will be committed to providing an inclusive and high quality education to all children, to ensure the best possible progress, whatever their needs and abilities. We believe that all children are entitled to a broad, balanced and accessible curriculum, which allows them to reach their full potential and be fully included in all aspects of the school community.

There will be a SENDCo to support families early on to reduce barriers to learning as well as ensure the most appropriate support can be delivered, through a graduated response. All children, upon entry to FS2, will be assessed using the Test of Abstract Language Comprehension (TALC) to identify speech, language and communication difficulties in individual children, so that targeted intervention can be offered very early in a child's school career, in this most essential of early development skills.

Careful consideration will be given to the SEND Code of Practice to ensure we are fulfilling our responsibilities. Effective partnerships with other relevant professionals will be developed to further improve life and educational chances for children with SEND.

We aim to ensure that the achievement of children, who are disadvantaged, is at least that of non-disadvantaged children. Through efficient use of Pupil Premium funding and other resources - informed by the Education Endowment Fund (EEF) *Teaching and Learning Toolkit* – we will ensure the impact of disadvantage is minimised and gaps are closed between these children and their peers. In addition, those children who possess particular talents will be identified as early as possible and supported all through their school years in the MAT, via a programme of targeted interventions, thus promoting increased social mobility.

Through the MATs performance management process, teachers will be judged on the performance of the disadvantaged children in their care, and of other vulnerable groups.

Attendance of disadvantaged children is a key indicator for the MAT and this will be monitored carefully to ensure that a child does not become a persistent absentee. Early engagement with parents/carers is essential to this process.

We will actively seek to reverse disadvantage, drawing parents into the discussion through developing good working partnerships. A Parent and Family Support Adviser (PFSA) will be employed - managed by the TLP - to provide support, advice and training for parents/carers and families to maximize wellbeing and academic achievement. In behaviour, all steps will be taken to ensure that disadvantaged children's rates of exclusion are lower than the national and school average – although exclusion will be considered only as a very last resort in all cases. Our aim will be to ensure every child achieves, belongs and participates.

Nerrols Primary will welcome pupils who have English as an Additional Language (EAL). Upon entry, they will be assessed (via EMATES) upon entry into the school to ensure they receive the support they need immediately. If necessary, a trained member of support staff will engage in interventions as recommended to ensure the children can engage in learning activities as soon as possible. Teachers will be aware of the pupils' needs and will employ strategies to engage them whilst they develop their language abilities.

Pupils who are identified as Gifted and/or More Able (G+MA) will be given enrichment opportunities linked to their particular abilities. A register will be kept of these pupils and activities to support them will be recorded and linked to their outcomes in the curriculum. It would normally be expected that G+MA pupils will perform at a higher level than their peers, and - in the core subjects - they will be expected to achieve *greater depth within the expected standard* in their respective year group.

## **6.6 Looked After Children**

Nerrols Primary School recognises that, nationally, pupils in public care have significantly underachieved compared with their peers. We intend, through related policies, to promote the inclusion, wellbeing and achievement of looked after children. The School will be committed in particular to implementing the joint guidance from the DfE and Department of Health on the education of young people in public care.

This sets out six principles:

- Prioritising education,
- Having high expectations,
- Promoting inclusion through challenging and changing attitudes,
- Achieving stability and continuity,
- Early intervention and priority action, and
- Listening to children.

The guidance introduced two key measures to improve the educational life chances for children in public care:

- Designated teachers for every school, and
- Personal Education Plans for all pupils in public care.

The LGB will ensure that the school has a Designated Teacher and that the Designated Teacher is able to carry out their responsibilities effectively.

## 6.7 The Role of the Designated Teacher

The Designated Teacher should be “someone with sufficient authority to make things happen ... (who) should be an advocate for the young people in public care, accessing services and support, and ensuring that the school shares and supports high expectations for them”.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer.
- In conjunction with the child’s social worker, ensure that a Personal Education Plan is completed within 12 weeks of the child joining the school.
- In conjunction with the social worker, ensure that the Personal Education Plan is reviewed every 6 months.
- Ensure that each pupil in public care has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child’s own wishes.
- Co-ordinate any support that is necessary within the school.
- Encourage pupils in public care to join extra-curricular activities and out of school learning through initiatives such as the Disadvantaged Pathfinder Scheme.
- Ensure as far as possible attendance at planning and review meetings.
- Ensure that staff in school receive relevant training, and act as an advisor to staff and to governors.
- Set up urgent meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.

## 6.8 Safeguarding and Wellbeing

Nerrols Primary School will have a culture of vigilance with regard to safeguarding. Our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we will have a Child Protection and Safeguarding Policy and Procedures in place. All staff, including volunteers and supply staff, must ensure that they are aware of the safeguarding policies and procedures, including knowledge and understanding of the Keeping Children Safe in Education (KCSiE 2018) document. A Designated Safeguarding Lead (DSL) and safeguarding governor will be appointed to create and monitor the culture.

Anyone employed by the school will be subject to a rigorous recruitment process, carried out by relevant senior staff and governors trained in Safer Recruitment. On first joining school and/or each year, staff will be required to undergo Level 2 Safeguarding training to remain abreast of current Safeguarding requirements in school. They are also expected to complete the Disqualification by Association declaration form, undergo PREVENT training, read and sign the Child Protection, Social Media and Acceptable Use Policies and Staff Code of Conduct and the Safeguarding Staff Pack, including KCSiE. Signed copies are either kept centrally in school, in the school office or on their employment record held by the HR Officer.

All staff, pupils and parents/carers will receive training in online safety and will be required to sign an Acceptable Use document (parents to sign for themselves and their children in FS2 and KS1; children and parents to sign their own document in KS2).

The school will have a fully compliant Single Central Record (SCR) and details of all staff, volunteers and supply staff will be stored, after regard has been given to the GDPR.

Pupils’ wellbeing is an integral part of the safeguarding culture of any school. As well as the delivery of effective PHSE&C and British Values, the *Thrive* programme of support for emotional wellbeing will be used. A trained practitioner will provide targeted interventions for those pupils in most need, including work with parents/carers. Additionally, all staff will receive training to support all pupils’ emotional wellbeing and resilience.

## **6.9 Enrichment, Extra-Curricular and out of hours Provision**

The provision for extra-curricular and out of hours activities will enrich the curriculum and make a significant contribution to the pupil's social development. All organisations within the MAT offer such provision and it is the Trust vision to optimise opportunities to share access to specialist support and facilities where possible as the MAT continues to grow. Music, Dance, Drama, Art and Design and Community and Enterprise activities will feature prominently, alongside more traditional sports-based activities to ensure pupils have the opportunity to shine and excel in a variety of arenas.

Trips and out of school activities will be provided to enhance and enliven the pupils' learning within school. Inter-school festivals and tournaments will enable a large number of pupils to experience sports participation and the benefits of teamwork and general fitness that it brings. Residential opportunities will be provided, to enable pupils to learn within a different environment and to support the development of their resilience in overcoming obstacles that they might not normally meet.

Pupils will be split into families, or houses. These houses will enable pupils to compete for house points in the quality of their work and engagement in class but will also be the platform for inter-house competitions and activities in a range of contexts, which will support their personal development, their sense of self-esteem and belonging and foster a pride in their community.

Year 6 pupils will have the opportunity to be considered for the position of House Captain. Through a democratic process, we will model some of the *British Values* taught in school.

Other opportunities for pupils to participate in school life and learn about the principles of democracy will be afforded through a range of leader roles, such as Eco leads, playground leads Peer Mediators and subject leads for those with a greater ability in such areas. As the school demographic develops to reflect the diversity of cultures within Taunton, specific roles such as EAL leader will be created to ensure all pupils' backgrounds are represented equally. Additionally a School Council, with its own budget, will be elected from within the school.

## **6.10 Homework**

The school will have a homework policy, which, at the earliest stages starts with hearing pupils read each day. As pupils' progress through school so do the expectations placed on them in terms of homework. Work set should consolidate learning taking place in the classroom, based on spellings, learning times-tables or a maths activity. Each child will have a reading log in which parents and pupils are expected to record the child's reading and to encourage a dialogue between home and school. Accelerated Reader will be one of the systems by which pupils' independent reading is supported from Year 2 - 6; other tools hard copy and online will be used to support key areas such as maths and spelling in engaging and interactive ways. Homework supervision will be provided in school if internet access is not possible within a family home.

## **6.11 Behaviour and Rewards**

Each teacher and their class will use the House Point system to develop their own systems of reward and praise, based on the overall school principles set out in the Behaviour Policy. The UNICEF Rights Respecting Schools Agenda (RRSA) will form the framework for this policy. This will include a class charter and individual and class rewards to promote inter-personal relationships. Positive consequences are motivating and reinforcement of good behaviour will be a key tool in ensuring successful behaviour across the MAT. The *Thrive* programme will be delivered by all staff to ensure a strong ethos of resilience and emotional wellbeing, essential to the maintenance of good order throughout the school.

Assemblies will be an opportunity to publicly celebrate the good choices pupils have made in school and to share some of the good work they have produced. It is also important is to celebrate achievements out of school in order to promote a wider range of interests e.g. sporting, music, community work. A daily act of collective worship will also form part of the school assembly experience.

## **6.12 Wraparound Care**

There is also an intention to provide a term-time wraparound breakfast and after school care provision, providing additional services between 07.30 and 18.00. Experience within the MAT indicates that availability of this service continues to be important to many parents, and that take up of this service continues to be relatively stable. This provision is proposed to be available, at a minimal cost from the outset, to a number of pupils. Available places will increase to a maximum threshold as school capacity increases, subject to evidence of demand. This will be run, either by a private provider, or by the extension of staff contractual hours.

## **7. Quality of Teaching**

### **7.1 Pedagogy and General Expectations**

Teaching pedagogy is based around *Assessment for Learning* (AfL), devised by Prof. Dylan William (et al). Teachers are seen as part of a wider Learning Community, where they share ideas, strengths and weaknesses, to ensure their performance is consistently good or better. Teachers are encouraged to use a range of skills to engage pupils in their own learning and develop two-way classroom communication using rapid techniques of formative assessment to gauge where all pupils are in the planned learning activity. Pupils are encouraged to feedback regularly throughout a lesson/activity to ensure their understanding is fully cognisant with the intended learning outcome.

Pupils will be encouraged to communicate with each other throughout lessons and be challenged to show their knowledge and understanding via regular checks (mini-plenaries) by the teacher. The teacher will ensure all pupils are part of this process and are encouraged to show respect for others in their communication.

Teachers are expected to set an example to pupils, in terms of learning and behaviour. They will be honest, open and authentic in their behaviours. They will show respect for others, the environment and themselves, and expect pupils in their care to do the same.

Teachers will also be expected to create a stimulating and enriching environment where each pupil is encouraged to learn and develop as a 'whole', understanding their value and their place in the world and their community. This is not location specific, but recognises the mixed demographic of pupils who are expected to join the school.

In addition to offering a safe, stimulating learning environment and creating a culture of educational excellence, there is recognition that learning does not always have to take place in the classroom. The location of the new school lends itself to a strong link with outdoor activities in order to encourage physical activity and external learning opportunities – both of which have been linked to improvements in mental and physical health and wellbeing.

### **7.2 Lesson Planning and Differentiation**

Teachers will be expected to create medium and short term plans based on the School's overarching curriculum principles and policies.

Medium term plans will usually be focused on a term (in a 6-term year) of teaching. Individual subject teaching (as outlined in Section 6) will generally follow the objectives for a particular year group as outlined in the National Curriculum. Thematic teaching (as outlined in Section 6) will be planned around a "topic" giving a clear focus on content, whilst using skills suggested in the learning objectives for the subjects being taught. This will be done at the appropriate level for the year group. Teachers will be expected to work with available evidence and pupil views to plan creative content for the "topic". Each theme will be covered as a term "block" to ensure a depth to the subject learning undertaken, whilst also ensuring a broad and balanced approach to the curriculum over the course of an academic year.

Short term planning will identify key skills and content to be taught over the course of a school day/week. Key skills taught, differentiation, use of AfL techniques and key groups will be identified in the planning. An overall learning objective, as well as key success criteria will be identified for each lesson/learning activity taught.

Groups will normally be differentiated into those working at greater depth (G+MA), those working at the expected standard - or about to be at the expected standard - and those requiring specific additional interventions to support their learning (SEND, EAL, PPG).

### **7.3 Improving Teaching**

The teaching improvement process involves both qualitative (observations, learning walks, pupil interviews and peer review) and quantitative (analysis of pupil performance tracking systems and termly monitoring of data and scrutiny of pupils' work). Evidence will be gathered termly to ensure that pupil performance is consistent, and focused on improving pupil outcomes. Underperformance will be challenged quickly and when necessary a support package will be put in place so that teaching performance is improved rapidly within an agreed timeframe. Senior staff at Nerrols Primary School and, if necessary, from elsewhere in the MAT will be allocated as mentors during this process so that full accountability is assured and the changes in practice required can be implemented and begin to affect positive change in the shortest possible time.

## **8. Quality of Learning**

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

### **8.1 Safeguarding and Wellbeing**

The pupils will be actively involved in their safeguarding, through lessons and training about how to keep safe in and out of school, what to do if something should happen to them and how to keep safe and act appropriately when online. It is anticipated that the School Council will be involved in the development of safeguarding policies and procedures, with a special remit for online safety. Pupils will be asked about their experiences, both formally and informally to ensure effective monitoring and timely action using this qualitative data. This data will inform future planning and action, so that whenever a child at Nerrols Primary School is asked, "Do you feel safe?" the answer will always be "Yes".

Another key part of the vision for Nerrols Primary is to engender a culture that promotes a lifestyle and learning environment that can actively support pupils and families who are identified as having additional social and/or emotional needs. The use of the PHSE&C curriculum and the *Thrive* programme, together with the main principles of the RRSA are expected to have a significant impact on pupils' health and wellbeing. It is therefore to be given equal status within the school. Monitoring the impact of this, by leaders and governors, will form a key part of Nerrols Primary's school improvement model, as it does for the MAT.

It is anticipated that termly use of qualitative data, through interviews and questionnaires, will form the basis of the monitoring and evaluation process. Additional data from *Thrive* assessments, carried out termly, will provide further evidence of impact and will enable leaders to follow up quickly on areas for development and improvement.

### **8.2 Target setting and standards in learning**

Teaching staff will work alongside senior leaders to set annual targets for individual, group, class and cohort standards in Reading, writing, EGPS and Maths. Prior attainment, *FFT Aspire* targets for pupils, and teacher assessment will form the basis for target setting, and will also form part of the teachers' appraisal.

A rigorous process of regular evidence gathering (work scrutiny, tracking system evidence, test results where appropriate) and pupil progress meetings will ensure that agreed targets are met.

Through this process, it is anticipated that pupils' standards in Reading, Writing, EGPS and maths will be maintained at least 10% above national expectations by the end of KS1 and KS2.

### **8.3 Tracking, Assessment, Recording and Reporting**

As the children enter into the Foundation Stage (both FS1 and FS2), they will undertake Baseline Assessment tests, as well as a Test of Abstract Language Comprehension (TALC), to provide the school with the required data from which future progress will be measured. Staff will receive the required training to successfully deliver all tests. The school's robust monitoring systems and culture of collaboration between the Foundation Stage practitioners will ensure that the baseline tests are delivered effectively and provide good quality reliable data.

As the children progress through KS1 and KS2 all teachers will assess their pupils against the requirements of the National Curriculum ensuring that pupils receive guidance and feedback on the standard of their work and on areas for improvement on a daily basis through a formative assessment in line with the School's Teaching Learning and Assessment Policy. To support staff in this, a curriculum tracking system (eg *Classroom Monitor*) will be introduced to support planning, recording and formative assessment.

Children with SEND will be assessed academically the same way as their peers. However, additional information, from specific short-term interventions, to 1:1 *Thrive* support and pupil interviews, will be included in the monitoring process. The SENDCo will use all available data to monitor and analyse pupil performance and rate progress against Individual Learning Plans (ILPs). This will inform future action planning and discussions with relevant staff.

Collaborative work between schools within the MAT will also be focused on building capacity in their own schools, to further improve progress and attainment of disadvantaged pupils; closing the gap between them and their peers still further. Nerrols Primary School will be fully a part of this collaborative work.

All statutory requirements at FS2, Y1, Y2, Y4 and Y6 will be closely analysed and benchmarked against other schools in the Taunton Learning Partnership (TLP), the LA and National data using comparative tool scales score, such as *FFT Aspire*, to compare nationally and contextually. A KPI in this process will be the performance of disadvantaged children in all year groups and the expectation that gaps between them and their peers will close significantly, as they progress through the new Academy.

To further ensure a high standard of scrutiny and external verification, it is anticipated that pupil and teaching performance will be discussed on a termly basis with a MAT School Improvement Adviser (SIA), who will provide both challenge and support to ensure the school performs to the highest standards. The SIA, along with the CEO will provide an invaluable partnership link between the academy, the MAT and SCC as they work together.

Pupil progress and attainment will be reported to parents/carers three times per year. In terms 2 and 4 (of a 6 term year) teachers will meet formally with parents/carers to discuss work done, progress made and support required for each pupil. At these meetings, the parents/carers role in supporting their children will be emphasised and targets for support will be agreed. In term 6, an end of year report will be sent to parents/carers, reporting on the following:

- Progress and attainment in Reading, Writing and Maths, against the expected standard for the pupil's year group;
- Effort and progress in all other subjects
- A short narrative on learning attitudes and dispositions;
- Targets for the next academic year;
- Attendance for the year.

## 9. Staffing

RHT plan to recruit the new Head Teacher early in 2019, with agreement for time release (funded under pre-opening costs) to allow good engagement and direct involvement in the recruitment and selection of initial staff, to ensure the necessary skills are secured and that attitudes and ethos align with the MAT and school vision.

The Trust will aim to recruit the key teaching and support staff in the summer of 2019, following early site of initial demand/admissions information, with a view to appointing the opening team to start their new roles in September 2019. Teaching staff will be of sufficient experience to ensure good curriculum delivery as well as taking on the key leadership roles required in the first year.

### 9.1 Anticipated Growth in Staff

The anticipated growth in staff is outlined below:

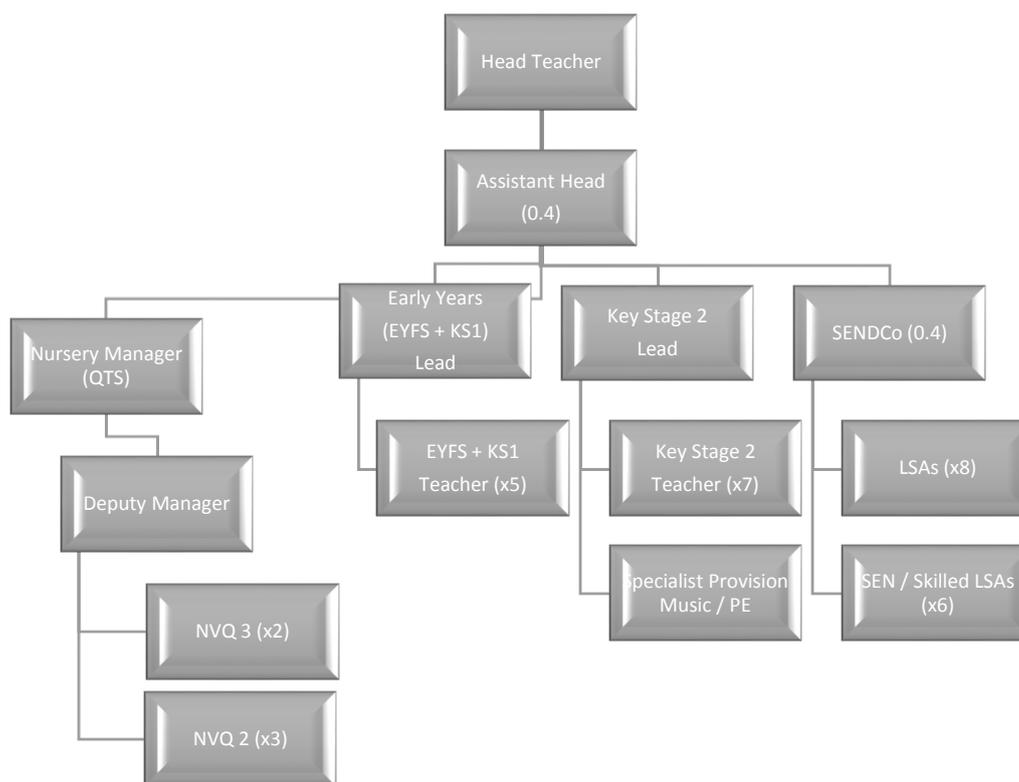
<b>School Staffing Structure - based on SCC baseline NoR*</b>				
<b>Year</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Head teacher (teaching 0.2)	1	1	1	1
Assistant Head (teaching)	0	0	0	0.4
Teaching	1	2	3	4
Learning Support Assistants (LSAs)	2	3	4	5
LSA uplift - lunch supervision cover (rota system)	0.1	0.2	0.2	0.3
SENDCo	0.2	0.2	0.4	0.4
Administration	0.5	1	1	1.4

\* Based on SCC projection of 30 pupils per 150 households. This expected growth is anticipated to accelerate faster than SCC forecast from 2021/22 until the school is full.

Assuming that the nursery will operate at full staffing capacity by the second year, the Head Teacher, teacher and Nursery Manager will eventually be supported, by the following additional staff – 1 deputy nursery manager, 5 childcare workers in the Nursery, split between NVQ 2 & 3 skills. The 2-year growth to full staff capacity is outlined below:

<b>Staffing based on 28 place nursery</b>		
<b>Ongoing from year</b>	<b>2019/20</b>	<b>2020/21</b>
EYFS Manager (QTS)	1	1
Deputy Manager EYFS	1	1
NVQ Level 3	2	2
NVQ Level 2 support	2	3
Administration	0.2	0.4

## 9.2 Organisational Chart showing SLT and Staffing Structure when full



## 9.3 Training and Development

We anticipate having mixed levels of experience as the school grows ranging from NQTs to very experienced teachers with posts of responsibility.

As a core value, to provide outstanding educational experiences to all the children who are educated within the Trust, we will aim to recruiting the very best staff available, capable of delivering the inspirational and aspirational educational vision for new Nerrols Primary School.

The School will benefit from the Trust links with a range of Teaching Schools and be encouraged to actively make use of the expertise contained therein. This will include access to training and development provided by Teaching Schools.

Appraisals will be standardised across the Trust. Objectives will be designed to bring about exemplary progress and learning.

Every teacher, from the Head Teacher to classroom teachers and learning support assistants will have the following development opportunities:

- safeguarding training including PREVENT;
- access to Trust wide and bespoke CPD packages;
- access to training/qualifications provided by Teaching School partners;
- opportunities for in-house development in collaboration with other MAT organisations;
- in the case of the Head of school a bespoke JPD programme for senior leaders, designed by the MAT and a third party facilitator to ensure inter-organisational collaboration and MAT wide improvement.

There will be a requirement to ensure, wherever possible, that specific skills and training are brought in through the recruitment process. This will initially include:

- *Thrive* practitioner training – needed to deliver *Thrive* in schools
- National SENDCo Award – needed by all SENDCos  
If staff with these additional qualifications cannot be recruited, a phased programme of training for both roles will be paid for from the School's CPD budget. SENDCo Award in first and second year; *Thrive* practitioner training in second year.

## 9.4 Performance Management

As part of the integrated approach to pupil and teaching performance, a rigorous process of appraisal and performance management will be followed by teaching staff at Nerrols Primary School to ensure teaching performance is consistently good or better.

There will be an expectation of Nerrols Primary School that the MAT's performance management process will be incorporated into their management systems, to produce a consistent system across all schools to ensure objective evidence is gathered about pupil and teaching performance. The CEO/SIA will quality assure pupil and teaching performance across the Trust and act as a "bridge" of best practice across all schools within it. They will identify individuals whose performance is outstanding in broad sense, as well as those consistently good teachers, who show excellence in particular aspects of their teaching.

As a result, individual teachers who require support will be matched to another teacher within RHT who has shown strengths in those areas of practice identified as weak in the supported teacher. Shared lesson observations, planning and paired teaching will form a basic structure on which a bespoke peer-to-peer support package is created, ensuring rapid improvement in practice, as well as further deepening the shared culture and sense of purpose across schools within RHT.

## 10. School Organisation

### 10.1 School year and day

The school year will be 190 days for pupils and support staff and 195 days for teaching staff, the additional 5 days being Non-Pupil (or INSET) days. The term dates will match those set by Somerset County Council for its schools.

The school day will be set put as follows:

Time	Activity
08.50 – 09.00	AM Registration
09.00 – 10.00	Lesson/activity time
10.00 - 10.25	Assembly
10.25 – 10.40	Morning break
10.40 – 11.55/12.10	Lesson/activity time
11.55 – 12.55	FS2/KS1 lunch
12.10 – 13.10	KS2 lunch
12.55/13.10 – 13.05/13.20	PM Registration
12.55/13.10 – 15.00	Lesson/activity time
15.00 – 15.15	Teacher reading class text

## 10.2 Lunchtime/Eating Arrangements

In the first year, the School will have meals delivered from another kitchen within the MAT. Pupils in FS2 to Year 2 will be entitled to Universal Infant Free School Meals. All pupils will eat in the school hall/dining room. Lunchtimes will be seen as a social event and pupils will be encouraged to sit with friends and talk with each other. Nursery children will be encouraged to have hot dinner in school with the other children.

From the second year onwards, meals will be cooked onsite in the School's own production kitchen. Pupils will be given the opportunity to contribute to the termly menu set out by the kitchen manager.

Healthy snacks will be encouraged for all pupils and can be eaten during morning break. In addition, all pupils in FS2 will receive free school milk during the afternoon session.

## 10.3 Pupil/Class Organisation

Pupils will be organised into single year group classes, initially as one form entry, with 30 pupils per year group. This will build after first 3 - 4 years to a two-form entry, with 60 pupils per year group.

Class groups will normally be differentiated into those working at greater depth (G+MA), those working at the expected standard - or about to be at the expected standard - and those requiring specific additional interventions to support their learning (SEND, EAL, PPG).

## 11. Pupil Support Services

### 11.1 Policies and People to support pupils

- Equalities (policy and statement) - to engender a school wide culture of inclusivity for everyone, regardless of race, gender or gender identity or reassignment, ethnicity, disability, sexual orientation, age or pregnancy;
- SEND – to ensure all children with SEND have access to the school and curriculum by utilising the best resources, both human and physical, to allow them to reach their potential;
- Safeguarding – to create a safe, stable environment that does not disadvantage children whose life may be otherwise damaged through their experiences;
- EAL – to allow children and their families who struggle to access the curriculum through a language, and possibly cultural, barrier - to feel safe and happy so that they develop their knowledge and understanding rapidly and achieve as well as their peers;
- Behaviour and RRSA – to promote a respect for other's rights and take responsibility for ensuring those rights are safeguarded;
- PFSA – to provide help, support and outreach to vulnerable children and families when they most need it;
- *Thrive* practitioner – to support and engage with children and families with emotional vulnerabilities, to help reduce barriers to learning.

### 11.2 Attendance and Registration arrangements

Nerrols Primary School recognises that regular school attendance is very important for all children as any amount of time off school can damage their educational prospects in both the short and long term. At Nerrols Primary School, the definition of 'regular' attendance is **95%** or better.

Good habits of attendance need to be encouraged in all pupils and their parents/carers from the very first day at school. The School is committed to promoting to parents/carers the importance of full attendance for all pupils. We will do this by regular communication to all parents/carers as well as one-to-one meetings when required.

Wherever possible we will seek a positive approach to issues concerning pupil attendance. When necessary we will seek the use of statutory duties when required by liaison with the Local Authority.

All parents/carers of pupils registered at the School will be expected to ensure the regular attendance of their child, as set out Under Section 7 of the Education Act 1996, which states that parents/carers are responsible for making sure that their children of compulsory school age receive a suitable full-time education.

A child reaches compulsory school age on or after their fifth birthday and continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

If the School considers that an enrolled child's attendance is not regular, it will liaise initially with the parents/carers of the child to seek a positive resolution. If this cannot be accomplished the School will liaise with the Local Authority and may seek the use of statutory duties. These can include a School Attendance Order, an Education Supervision Order, Prosecution by Local Authority, Parenting Contracts, Parenting Orders and Penalty Notices.

Registers are legal documents and have to be maintained in accordance with DfE guidelines.

Registers are completed electronically by the teachers and must be completed by **9.00am** every morning and **1.20pm** every afternoon. Absences are recorded with an 'N' code. The staff in the school office check all registers once completed by the teachers and insert the correct code if a child is absent.

Once the registers are completed for the session, all class registers will be printed for that particular session for emergency purposes.

The office will keep an attendance record on the computer, which will be used for official purposes. A protocol will be devised for late arrivals, both before and after registration closes.

### **11.3 Behaviour**

The principles and procedures of Nerrols' Behaviour Policy relate to all staff, parents /carers and pupils.

#### **11.3.1 The Pupils**

Pupils should be treated fairly, justly and equitably at all times. Social and behavioural needs should be considered when grouping pupils and self-esteem should be nurtured in every child. All pupils are entitled to feel safe and secure whilst at school. Routines should be taught to younger pupils and regularly revisited with older pupils.

#### **11.3.2 Curriculum**

All work provided should be appropriate to the age and ability of the individual. Pupils should feel confident and secure in their competence to complete tasks because targets set, though challenging, are appropriate to their individual ability.

Work should be lively, exciting and interesting, with many opportunities for practical experience. The curriculum, overt and hidden, should promote positive attitudes amongst all ages towards different groups in society and in school. This will include anti-racist teaching as well as teaching about gender and disability.

### 11.3.3 Behaviour and attitudes we encourage:

- Respect for each other, the environment and ourselves.
- Understanding, tolerance and acceptance of others.
- Mutual care, consideration, thoughtfulness and courtesy.
- Co-operation and willingness to share.
- Self-discipline: taking responsibility for our own actions.
- Regular or improving attendance.

### 11.3.4 Behaviour we discourage:

- Physical aggression and bullying including cyber bullying.
- Verbal aggression, including racist/sexist/homophobic comments, threatening, name-calling, lying, defiance.
- Theft and vandalism.
- Other antisocial behaviour, e.g. spitting, teasing, interfering with other people's work.
- Misuse of space, equipment or materials.
- Rudeness and discourtesy.

### 11.3.5 Systems and Routines

Positive behaviour promotes learning. The entire school organisation therefore needs to be dedicated to promoting positive behaviour through assertive discipline. Involvement of all who work in the school - pupils and staff, together with parents/carers and governors, is essential. Every opportunity needs to be taken by all members of the school community to recognise and support good behaviour.

Each class will have the house point reward system, which incorporates a strong emphasis on the use of praise and opportunities to notify parents. Each class will have a clear ladder of sanctions, understood by the pupils and applied consistently, including notification of parents/carers where necessary.

Year group teams should work closely together to ensure consistency between classes. Key Stage Leaders should be aware of behaviour issues within their Key Stage.

A School Council exists to provide a forum for pupils' views to be heard and enable pupils to influence decision-making.

### 11.3.6 Staff

All adults share responsibility for the behaviour of all the pupils whilst in school. Enthusiasm, confidence, warmth and authority need to be clearly communicated to the pupils. Body language, eye contact and voice control are all significant. When supervising a class or large group of pupils adults should remain aware of the entire group even whilst talking to an individual or small group. Pupils' work should be treated with care and respect, marked and returned promptly. When dealing with behaviour issues an individual child should be spoken to privately. The adult should remain calm and rational. We should emphasise it is the behaviour, not the individual, that is wrong. A child should never be humiliated.

### 11.3.7 Rewards

- Verbal praise,
- Recognition by the whole class,
- Written comment,
- Stickers,
- House points and end of term House Treat,
- Ongoing award certificates for individuals linked to house points.

## **12. Working with Others**

Nerrols Primary School and Nursery commits itself to working with others to ensure all pupils achieve well and thrive at school.

### **12.1 Parents/Carers**

The School recognises the importance of parents/carers to the development, education and wellbeing of pupils and will engage with them in the following ways:

- Home/School Agreement
- School Website
- Letters/regular communications and updates
- Open mornings and class assemblies
- Formal parent/carer meetings twice annually
- Annual report
- Informal meetings before/after school
- An “open door” policy for access to teaching staff
- Advice and support from the School's PFSA
- Early Help Assessment (EHA) process
- SEND meetings/annual reviews

### **12.2 Working with external agencies and other professionals**

The School will engage with external agencies when requested and as part of the EHA process. The vast majority of engagement with agencies in Somerset will be through the EHA process. These agencies will include but are not exclusive to:

- SEND support service
- Educational Psychologist (EP) Service
- Speech and Language Service
- EMAS/EMATES (EAL Support)
- School Improvement Service
- Admissions service
- Attendance service
- Virtual Head teacher (Looked After Children)
- PIMS team
- GET SET/Early Help service
- Occupational Therapy Service
- NHS (GPs and Paediatricians)
- Children's Social Care (CSC)
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Outreach Service
- Taunton Opportunity Group (Autism)
- Local Charities and Third Sector organisations