

School Self-Evaluation

2017-18

Version 4.0 updated September 2017

SCHOOL'S CONTEXT

This small village school was founded in 1670 by a fellow of Clare College, Cambridge, who was also a Vicar of the parish. The historical connections with Clare College continue, with;

- support from the College each year for Founders Day
- visits to the College each year for Y6 pupils and
- the presentation of the Oley Bible to Y6 pupils when they leave the school.

The Headteacher joined the school in September 2011 and has developed strong links with the local community. Vision and values have been embedded (see school website) and are an integral element of all aspects of school life.

The majority of children attending the school are confident, articulate, enthusiastic learners who enjoy school life.

The school numbers fluctuate each year due to our location. We regularly have applications from out-of-catchment families; cohort sizes vary from year to year. The majority of Year 6 pupils now transfer to our catchment school for admissions, Comberton Village College or St.Bede's Interfaith School in Cambridge, rather than the catchment Secondary School in St.Neots.

Despite serving a district of high socio-economic families, the number of SEND pupils has increased over time. Achievement of the SENDCO award has driven better identification of SEND needs and timely interventions. Our SENDCO has supported a local school in establishing high quality SEN provision through a secondment agreement.

The school works in partnership with other schools locally, nationally and internationally, extending the opportunities available to both staff and pupils, and extending pupils' knowledge and understanding of other cultures.

There are very strong links with parents throughout the school; the PTA is very active, curriculum evenings are well-attended by parents, many parent helpers support curriculum work in school, and parents help with enhanced provision of extra-curricular activities during the half-termly Golden Time.

The school holds a number of accreditations; Healthy Schools, Sing-up Gold, Eco Schools Silver, School Travel Gold and Full International School's Award, Silver School Games Award as well as accolades from the Local Authority Film Festival and many sporting awards.

The Governing Body have very clear structures to support the participation and effectiveness of members and this has had a positive impact on the drive and ambition for the school. A clear succession plan is also created to allow for greater continuity.



*Our school is like a family-
everybody mixes together
and knows each other
well. Esme*

PUPIL ACHIEVEMENT				
	1	2	3	4
Grade: Pupils' Attainment	Outstanding			
Evidence that supports this judgement	✓			
Early Years Foundation Stage	<p>Cohorts are small (between 12 and 22 pupils), all classes span more than a year group and some year groups are split between classes.</p> <p>Baseline assessments indicated that the 2016-17 cohort entered school with attainment that was broadly average. The end of EYFS resulted in GLD attainment that was in-line/above National figures (72.7% an increase of 15% from previous year's figures); Results for Reading, writing and numeracy attainment were good overall ; very good in Literacy (Reading 86%, Writing 77%) with exceeding scores demonstrating that higher attaining pupils are being stretched . The area of numbers was not as high as previous cohorts (Numbers 72%, Space Shape and Measure 95%). Action has been taken to address this. The new cohort has entered with attainment that is broadly average.</p>			
Key Stage 1	<p>Outcomes at the end of the Year 1 Phonics check were significantly above National data with 93% children achieving the required standard. This has been a consistent trend over the past three years. Progress and outcomes across Key Stage 1 has improved so that they are now above national comparisons in reading, writing and mathematics. The school had focused on developing greater depth levels across reading, writing and maths. This year, the results for greater depth were much higher (Reading 54%, Writing 31%, Maths 36%, RWM 31%).</p>			
Key Stage 2	<p>Outcomes at the end of KS2 have been consistently above national average levels for the past 5 years. This year was no exception despite increased attainment levels required. Attainment on entry to KS2 for the current cohort was mixed (8 pupils (33%) on the SEND register) and therefore Y6 outcomes for 2017 were not expected to be as high as in recent years. Progress and attainment for pupils was above the National levels for all reported areas with very high scores in spelling and grammar (a key priority for 2016-17) and much increased greater depth scores, especially for reading and grammar. Disadvantaged pupil performance reflected successful interventions funded through SEND and Pupil premium funding, where previously underachieving pupils were able to enter National assessments and achieve national standard in some subjects.</p> <p>Targets set for 2018 outcomes are challenging, reflecting pupil performance over the past three years, but aim to improve on all areas of attainment and progress.</p>			

Attainment in writing has improved steadily but does not yet match attainment in reading and grammar. Consequently, working with the pupils to transfer their abilities in reading into their writing forms one of our SDP key priorities for this academic year.

All pupils made expected progress within the year in maths and reading; Writing received an increased progress score (0.2). Consistent work on spelling attainment within writing, which we applied stringently, resulted in more children attaining the higher standard. To secure teacher accuracy in writing assessments, the school has developed in-school and external writing moderation. The external writing moderation check was undertaken with a school with an LA writing moderator.

SEND

Progress and attainment for SEND pupils are generally above that seen nationally for similar pupils at all stages in the school. In 2017 there were two EHCP pupils, one with a note in lieu and a further five pupils on the SEND register (33% SEND). Progress overall was good. To gain an external view on SEND provision the school commissioned an SEND review from the Local Authority. This reported no key suggestions for improvement. There are very few pupils from other vulnerable groups on roll at the school. All pupils are targeted individually and where progress is slowing, are supported to return to the expected trajectory for the school.

Why ACHIEVEMENT is not the grade (above/below)

From average attainment on entry, pupils reach good to very good levels of attainment by the end of Y6. Outcomes for Y6 for the past 5 years have been above average, with non-SEND pupils performing exceptionally well. Outcomes for Key Stage 1 have also been much improved. The school is outstanding because progress is now more consistent through the school. Overall, school improvement actions are having a positive impact on outcomes and senior leaders are determined to ensure that Barnabas Oley becomes the outstanding school that the village and the pupils deserve.

Actions we are currently taking to remain outstanding

- Embed robust assessment systems aligned with individual targets for pupils to ensure progress in core areas. Use of RWM venn diagram analysis.
- Increase the proportion of pupils working at greater depth through use of mastery challenge in mathematics and increasingly challenging texts in reading to support writing.
- To introduce fully cursive handwriting style across the school to support spelling and writing fluency.

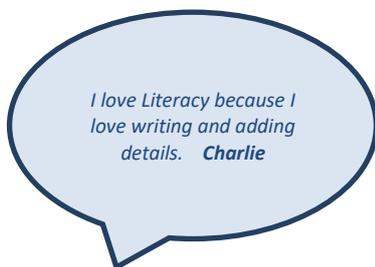
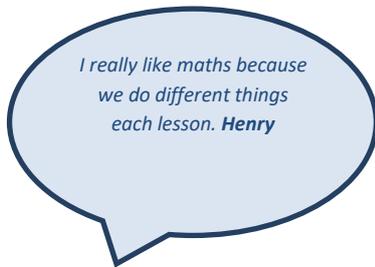
QUALITY OF TEACHING, LEARNING AND ASSESSMENT

1 Outstanding 2 3 4

Grade: Quality of Teaching, Learning and Assessment



Evidence that supports this judgement



A wide range of school self-evaluation evidence, such as lesson observation, work scrutiny, external validations from School Improvement advisors and cluster Heads, indicates that the quality of teaching over time is consistently very good, with much teaching that is of outstanding quality.

For a school of our size, there has been a significant level of staff turnover in the last 18 months, beyond our control. We have reacted to this using the outstanding teaching within school to implement differentiated teacher support and challenge. Recent observations indicate that in-school variation in teaching quality is narrowing. Teachers have very high expectations and pupils make good progress, both in lessons and over time.

The Governing Body are also involved in checking the school's assessment of the quality of teaching through regular visits to the school, involvement with external validations including annual LA visit, LA audits and all school improvement advisor (SIA) visits.

The school uses whole school topic based themes to encourage creative approaches to learning. This has been very successful in engaging and motivating pupils, providing a discussion base for home learning. 99% of parents on our most recent survey (2017) said they endorsed this method of learning.

Teachers fully engage in individual, targeted CPD to improve the quality of their own teaching as well as whole school training related to key priorities. TAs attend all Inset days in order to access high quality training, for example higher level questioning during guided reading sessions.

Lesson monitoring has been developed to include teacher observation, work scrutiny and pupil interviews. These are carried out by the Headteacher, as part of paired observations with SMT or SIA or as peer reviews. Particularly outstanding features are stimulating and interactive content showing deep subject knowledge with clear success criteria ensuring good to very good progress within each lesson.

Interventions are carefully planned and monitored by SENDCO through regular pupil progress meetings and detailed provision mapping to ensure that pupils are well supported to make necessary progress. TAs also attend pupil progress meetings and are therefore able to react pro-actively to any interventions required.

Marking policy has been reviewed to improve standards and so that pupils have timely opportunities to respond to marked work. When marking work, a star indicates the objectives that have been achieved and cloud comments are included on how to improve. Work scrutiny identifies a high level of consistency. Discussions with pupils (as part of lesson observations and external validation through Cluster triads) show they know how to improve and they can see the links between learning objectives and their own targets. Pupils are encouraged to use self-assessment, encouraging critical reflection on their own success in learning.

ICT is used frequently in all classrooms, with a recent emphasis on the use of robotics and iPad apps and a newly formed coding club. It is a regular choice during Golden Time sessions for all pupils.

The school has adopted an innovative approach to homework; open-ended activities encourage discussion between parents and their children are increasing parental interest in how their children learn. Children take a real pride in the work they have produced.

High expectations are set for what is required in each lesson. The use of structured discussion, strategies such as hot seating and Talk for Writing and the introduction of the Spelling Bee have had a strong impact on progress with writing.

Why TEACHING is not the grade below

Despite significant change to staffing over the past 18 months with newly arrived staff that required careful differentiated support the standard of teaching and learning observed in school is high (Observations Oct 2017, 4 graded as outstanding and 2 as good with outstanding features). The staff engage enthusiastically with opportunities for shared planning across key stages and year groups in addition to improvements made to all learning environments. They are using a wide and imaginative range of resources as well as modern technologies to support learning. The school is outstanding because the quality of teaching is consistently improving, securing increasingly sustained and substantial progress in all subjects with progress in writing now almost as strong as in reading, maths and science.

Actions we are currently taking to maintain outstanding

- Regular review of the school policies for marking and presentation to improve quality and consistency across all recorded work, including non-core subjects.
- Introduction of Growth Mindsets across whole school to ensure both adults and children maintain positive attitudes to learning.
- Increased expectation for all staff to analyse progress data for their classes particularly linked to attainment of RWM at ARE and GD.
- Highly successful MFL curriculum - strong links with partner secondary school to develop curriculum across the cluster.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	1 Outstanding	2	3	4
Grade: Personal Development, Behaviour and Welfare	✓			

Evidence that supports this judgement



Pupils display excellent attitudes to their learning; they develop confidence and self-assurance. Staff place strong emphasis on the development of these personal attributes. Pupils show respect and care for others and listen carefully to their classmates' opinions. They are keen to talk about their learning and are proud of their achievements and of their school. Parent survey 2017, 100% parents agree that their children know how to behave well and 92% acknowledge that the school ensures that this happens.

Where specific pupils exhibit challenging behaviour, the school has highly effective management strategies that ensure that learning continues and that pupils' progress does not suffer. The school works hard to prevent all forms of bullying- carefully planning high focus activities during Anti-bullying week each year, but also maintaining its profile through curriculum content and assemblies.

Systems for behaviour management are implemented consistently and effectively. The five clear rules for the classroom and playground have removed previous inconsistencies in behaviour management. Incentives through the House system and half termly Golden Time work well. A star of the week challenge is set each week which regularly relates to school values and positive attitudes. New initiatives, such as the Golden Table for lunchtimes help to keep positive behaviour standards high.

Restorative Justice is firmly embedded throughout the school and greatly assists developing pupil's understanding of why incidents occur and of their own roles in preventing them. Peer mediators are very effective in resolving minor difficulties.

Older pupils are encouraged to be excellent role models for younger pupils, taking responsibilities such as House Captains, Play leaders and Librarians very seriously. Roles have also been created for Year 5 pupils (Junior travel Ambassadors , Reception Buddies, Sports Ambassadors) and for Year 4 as Lunchtime assistants. They become very proficient in these wider school roles.

The school strives to encourage pupils to make informed choices about their future plans. Year 5 pupils attend a careers convention and work with the Headteacher during the summer term to consider leadership and application for school wide responsibilities which they may choose to undertake in Year 6.

For Year 6 pupils there is an annual visit to Clare College, Cambridge to experience a day at university as well as an established careers project where they have to write a CV, letter of application and take part in a formal interview process to apply for enterprise jobs during the final part of the summer term.

Pupil attendance is judged to be very high. Attendance for 2016-17 was **97 %**. Attendance and punctuality articles feature regularly in newsletters to encourage this. The school works closely with the EWO to address any attendance concerns.

Pupils enjoy school, feel challenged by their learning and recognise that it is a good place for them. They value and respect the staff and the building, showing a high degree of understanding of their part in ensuring that this is a good school to be part of.

Staff are well trained in keeping pupils safe, in Child Protection, First Aid and behaviour management and recent pupil surveys indicate that all pupils feel safe in school and know what to do if they are unsure. Parents, too (93%), acknowledge that their children are safe at school. They trust staff to take appropriate action if required. Pupils have an excellent understanding of the dangers they may face in later life and what steps they need to take to avoid them. They talk clearly about the dangers of the internet and how they can stay safe, for example, when using social media. Behaviour management discussions form regular agenda topics at staff meetings. Developing staff confidence in dealing with different behaviours was one of the key priorities last year with so many new staff members.

Why BEHAVIOUR AND SAFETY are not the grade (above/below)

Self-evaluation, confirmed by external evaluation, indicates that behaviour and safety are outstanding. The school has worked well with outside agencies to support any pupils who have displayed challenging needs. Teaching Assistant confidence in dealing with specific behaviours has increased through the use of Restorative approaches and encouragement to deal with behaviours in a timely and pro-active manner.

Actions we are currently taking to sustain outstanding

- Continue to check that all pupils have a detailed understanding of how to keep themselves healthy and safe.
- Ensure all staff respond pro-actively and consistently to any challenging behaviour displayed by a few specific pupils.
- Further develop pupil self-regulation so that pupil attitudes to learning are further enhanced.
- Work with school council to review Dining Hall behaviour and devise incentives to create a calm dining experience for all.

LEADERSHIP AND MANAGEMENT

1 Outstanding 2 3 4

Grade: Leadership and Management



Evidence that supports this judgement



The Headteacher has established strong leadership and management of the school, over the past six years, demonstrating ambition and a highly successful drive to aspire to the highest levels of achievement and personal development for all pupils over time. She is now seconded (5 days per term) as a Diocesan Adviser where she supports several Headteachers across the Diocese. She has created a very strong senior management team, who have the capacity to support their colleagues well and to offer support within cluster schools and beyond. Both the Deputy and Assistant Headteacher have recently completed NPQH. This has been highly effective in establishing a wider base for driving school improvement and has also allowed for quick reaction to high staff turnover so that outcomes and teaching, learning and assessment have continued to improve.

The SENDCo has taken robust action including early identification and intervention alongside close working partnerships with parents. This is securing improvement in the progress of disadvantaged pupils. The SENDCo was also seconded for a year to support another school for one day per week.

Another member of staff is undertaking Middle leadership training to support her role as IT subject leader. They are growing in confidence and now contributing more effectively to strategic decisions for the school.

As a result of really focussed work in Early Years by the Headteacher and teaching team, provision and outcomes have improved rapidly over the past five years. The lead practitioner is judged as delivering consistently good to outstanding provision with an extensive induction programme in place and the development of the Space Place to enhance independent learning. The children now enter Key Stage 1 at a much higher level.

Subject leadership continues to improve as staff are encouraged to attend subject leader cluster meetings to evaluate the provision and standards in their area of responsibility. School sports premium funding has enhanced sports provision such that children are now able to engage in a wider variety of activities and participate in competitions and festivals with local schools.

The curriculum is stimulating and exciting through the use of Science weeks, links with local secondary schools for maths and MFL as well as links with schools in other countries. This has resulted in pupils who demonstrate a real thirst for learning, contributing well to their academic achievement. Parental and community involvement through homework, themed weeks and educational visits provide greater opportunities for the children so that they are inspired to explore their learning further.

The school makes an excellent contribution to the spiritual, moral, social and cultural development of pupils and their understanding of British values. Pupils are kind and considerate, and show a mature understanding for their age of the importance of rules. This, together with the culture of respect and tolerance which underpins all of the school's work, prepares pupils well for life in modern Britain.

Clear systems of communication between staff, parents and community are in place and regular meetings are planned and carried out between the Headteacher and all staff groups. A re-organised Office structure with clearly defined roles has optimised the work of the school administration and Finance team to create an extremely efficient operation.

Exploration, discussion and embedding of the Vision and Values of the school has resulted in clear objectives for staff, pupils and governors. Children have been placed firmly at the centre of all that we do.

Under the leadership of the current Chair, the Governing body, already strong, has further developed its challenge and support role as well as its strategic role regarding vision for the school. It is made up of skilled and active members with a clear induction and training plan in place. Documents and templates written and designed by governors have been selected as examples of good practice by The Key (National online information resource for school leaders).

Highly effective controls are in place to ensure financial stability and to hold senior leaders to account.

Key priorities identified in the School Development plan place literacy, numeracy and curriculum developments at the forefront.

Governors regularly seek views from parents (including annual questionnaire), staff (well-being survey) and pupils and these views are acted upon e.g. school meals and federation proposal. The Governor Zone on the school website is highly effective for governor use and provides much information for parents.

The school takes safeguarding very seriously; there is a strong and effective safeguarding culture. All actions arising from an LA audit (July 2016) of safeguarding and Safer recruitment (July 2015) have been addressed.

Similarly, actions arising from a Local Authority fire risk assessment of the school and the site have been addressed. The school does not shy away from identifying any children who are at risk of harm and engages fully with parents and families as well as external agencies to offer care and support where necessary.

Why LEADERSHIP AND MANAGEMENT is not the grade below.

There has been a great deal of work to improve the quality of teaching across the school and to develop a consistent approach to assessment across all subjects. The senior management team have reviewed the Self Evaluation activities and are using this information to generate an accurate account of the schools current and future position. There has been a noted change in the quality of Leadership and Management of the school (Ofsted 2013; SIAMs 2014; SIA 2017) with capacity to maintain the current climate within the school.

Actions we are currently taking to maintain outstanding

- Continue to develop the role of subject leadership through school's cluster activities and school to school support. Subject Leader release time enabled to focus on work scrutiny and observation.
- Developing involvement of all school staff in understanding and analysing pupil progress data to support improvements in learning through attendance at Pupil Progress Meetings.
- For Governors, to think strategically regarding long term developments of the school including consideration of collaboration, federation or academisation.

EFFECTIVENESS OF THE EARLY YEARS

1

2

3

4

Good

✓

Grade: Effectiveness of the Early Years

Evidence that supports this judgement

Excellent leadership has secured rapid improvement in Early Years, particularly over the last five years (GLD 2015: 70% GLD 2016: 57% GLD 2017: 73%). Although a lower GLD in 2016, it should be recognised that this was related to PSE aspects of learning. Reading and Maths were above national.

Cohort size and make-up is variable; however, children’s attainment has consistently risen and is now well above average in most areas of learning. Children enter EYFS with broadly average attainment although the spread of ability varies from cohort to cohort. The percentage of children making expected progress was 81% for RWM in 2017 and exceeding at Reading: 45% Writing: 20% Maths: 20%. There are very few gaps in attainment between different groups of pupils. Children who are supported through additional funding attain as well as their peers. SEND pupils make good progress.

Our quality of teaching in the Early Years is assessed as very good over time leading to improving rates of progress for pupils. Assessments are frequent, accurate and individualised and this allows teachers to plan consistently challenging activities that build on what individual children already know so that they are continually moving forward in their learning. Children respond well to the stimulating activities provided within the continuous, enhanced and directed provision, which takes account of children’s interests. Assessments and planning cover all areas of learning, but there is a particular focus on writing skill development to raise standards to match outcomes with other areas of learning.

The school has positive links with the two pre-school settings that the majority of children come from and this is used to ensure that pupils make a good start to school. A comprehensive induction plan to school is followed including home visits during their first few days of school.

Children love coming to school, to play and learn in a motivating and exciting environment. The topic themes link directly to whole school learning and directly to Key Stage 1 themes. The school has a small, dedicated outdoor area for Early Years but also regularly makes use of the wider outdoor environment along with pupils from year 1 and 2 to extend learning opportunities further.

Our links with the local community provide many opportunities to visit shops and buildings to provide completely new experiences for children. Visits and visitors are also used regularly to develop this further and play a key role in helping children understand how to keep themselves safe when out and about. All activities are firmly based on the areas of learning and contribute to the children's excellent progress. Adults frequently comment on children's outstanding attitudes and behaviour, which are improved rapidly from the moment they enter school.

In lessons, children quickly learn to share and cooperate with others. They follow the Golden rules because they are taught it is the right thing to do to help others learn. They are also taught to question what they see in order to develop enquiring minds and a thirst for learning. They concentrate exceptionally well and are extremely attentive.

Parents are fully involved in their children's learning. A set of home activities are provided on a half termly basis, linked to current areas of learning. Children record these activities in a Mix'n'Match book and bring into school once completed. This links closely to the Homework policy operating across the school. Parents are also invited to specific curriculum events, for example teaching of phonics and reading and maths. Reading is effectively organised, so the school knows which children and parents may need more support. Information about progress is given at termly parent consultations.

Standards have risen rapidly from below average in 2012 to the position today. These cohorts have continued to make very good progress as they have moved through the school. There is a continuous drive to improve even the smallest area of weakness. Health and safety is given the highest priority, which is reflected in the high levels of training undertaken by all staff (both teachers and TAs).

Why EFFECTIVENESS OF THE EARLY YEARS is not the grade above.

There has been a great deal of work to improve the quality of the early years both in terms of the content of the curriculum and the organisation of the physical environment. The strong Early Years team work effectively together to promote rapid progress for children in their care. Co-planning and liaison between the EYFS and Key Stage 1 ensures seamless transition where children are enabled to continue their learning journey with ease. We have an aspiration to move towards outstanding, despite the dip in GLD data in 2016.

Actions we are currently taking to become outstanding

- Introduction of regular cooking lessons based on skill development and linked to themes being studied.
- Increasing self-directed access to outdoor provision.
- High level focus on acquisition of confident mathematical skills particularly at the exceeding standard.

OVERALL EFFECTIVENESS

Including the promotion of the pupils' spiritual, moral, social and cultural development

1

2

3

4

Outstanding

Grade: Overall Effectiveness

✓

Evidence that supports this judgement

Attainment on entry to the school is broadly average, and is usually above the national average at the end of EYFS, rising to attainment that is high at the end of KS2. Pupils make very good progress during their time at the school including disadvantaged pupils.

The quality of teaching overall is consistently good, with much teaching that is outstanding.

The majority of pupils demonstrate exemplary attitudes to learning, supporting each other, co-operating well together and showing very high levels of concentration and engagement in their tasks. They are proud of their achievements and of their school.

There has been a great deal of work to improve the quality of teaching across the school and to develop a consistent approach to assessment across all subjects. There has been a noted change in the quality of Leadership and Management of the school (Ofsted 2013; SIAMs 2014) with capacity to maintain the current climate within the school. The school's judgements take account of the very strong leadership of the Headteacher alongside the effective role of the senior leadership team and Governance of the school.

Detailed analysis shows that the school understands which pupils are vulnerable, and that effective actions are taken to support their learning. The role of the SENDCo is highly effective in ensuring outstanding classroom provision for individuals and groups of pupils requiring additional support.

The spiritual, moral, social and cultural development of the pupils is outstanding. The school is a very happy community where relationships are excellent.

Why OVERALL EFFECTIVENESS is not the grade below.

The staff, children, parents and Governors of the school are fully committed to making our school "The best that it can be." There is much energy and excitement evident in school as great steps have been taken to improve the quality of all areas of school life. Much has been achieved in the past six years and we are aware that there are always actions necessary to keep the school moving forwards in a positive direction.

WHAT MAKES US SPECIAL!

Assemblies

The school is a Church of England voluntary controlled school and values its parish and diocesan links. Children are encouraged to take an active part in daily assemblies, contributing ideas for worship, songs and prayer, as well as assisting with drama presentations and activities during assemblies. Children are encouraged to reflect on what they have seen and heard and to celebrate their own and others' achievements. SIAMs Outstanding award was received in 2014.

Golden Time

Extended curriculum activities have included; Blacksmith's session, Professional cook, in role Viking day, Wii dance, musical theatre, crafts, pond dipping, German and Polish lessons, orienteering, animation, filming, board games, taking things apart, Lego day, silk painting, mosaics, felt making, origami, cheerleading, praise workshop, etc.

Curriculum Enrichment Trips

Curriculum enrichment trips have included; Bushcraft residential, Grafham Water residential, Stibbington (WW2 and Victorian re-enactments), Warwick Castle, Houghton Mill, Denny Abbey, Wimpole Farm Estate, Verulamium, Peterborough school and mosque and local egg farm.

Charity Support

Support for Charities; Children in Need, Kisumu school in Kenya, Oasis Trust, Cancer Relief charities, Doughnut Day, BRAKE, Water Aid, Comic Relief, Vellore School in India (Diocese project), Watoto Children's choir, Readathon, Poppy appeal, Salvation Army support at Harvest and Christmas time.

Awards

Sporting activities and awards for Netball, Football, Cross Country Tennis (District Champions), Athletics (Small school champion). The school holds a number of accreditations; Healthy Schools, International School Award, Lent Challenge Gold Award, Sing-up Gold, Eco Schools Silver, Modeshift School Travel Gold award.

Music/Drama/Dance

Choir and Music (O2 and Albert Hall performance, Church services). Full productions (Bugsy Malone, Joseph, Jungle Book, Wizard of Oz, Annie, Wriggly Nativity) with a live band made up of parents and community members. Annual talent show. Access to high quality music tutors for piano, cello, brass, drums and guitar lessons. Pupils participated in dance showcase at Comberton Village College.

Faith

The pupils play an active role in the faith life of their school and local church.

Parent Involvement

Parents have regular opportunities to participate in school life. We hold an annual training session for parent helpers, which includes Child Protection training and are fortunate to receive huge support during each school day. Curriculum evenings are held as well as workshops during the school day where parents may join their children to experience learning first hand e.g. writing workshops, problem solving sessions, History days, Keep-fit days. Parents are regularly consulted on issues and decisions which impact on the development of the school.

PTA

The PTA are a very active group within the life of the school; raising significant amounts of money to support the children with part finance towards trips and classroom resources as well as larger projects such as fundraising for iPads across the school, swimming pool and playground equipment. The PTA also runs social activities for the children including Cinema Nights and Discos.

Mediation

The Restorative approaches scheme was a St. Neots School's Forum initiative. Training for peer mediation continues each year for new staff and Peer Mediators. A coordinator is appointed to support the school peer mediators.

Safeguarding

There are two Designated Leads for Child Protection. All staff have received annual updates to their Child Protection training with three yearly full training sessions (April 2018) and the Single Central record has been up-dated to reflect current staffing. The Child Protection Governor has attended child protection training and works alongside the Headteacher to submit the annual Child Protection report. Staff have read Keeping Children Safe in Education (Sept 2016) and received training on FGM and PREVENT. Governors have also received PREVENT training.

Wider Community

Community Connections; Links with village Pre-school, Evergreens OAP club, links with village sports clubs (tennis, bowls and football). Close links with parish church- special services held here throughout the year (Harvest, Christmas carol service, Mother's Day, Founders Day), Inter-faith partnership with school in Peterborough (Beeches Primary School), and links made with local drama group for Summer Pageant, close links with Clare College, Cambridge University. Good links with Parish Council to support work to improve road safety outside school and potential development of unused tennis court for additional sporting facilities for school and village community.