

## **St George's School**

### **Local Authority Review Statements : February 2022**

(Leaders) compelling vision of a single community serving local children and families is being realised.

There is a broad, exciting and engaging curriculum on offer.

well sequenced curriculum planning is well underway to ensure a sound progression in all subjects from EYFS to year six.

Governors recognise the significant work of the headteacher and senior leadership in galvanising the staff team

(Governors) are rightly proud of the evident successes

Reading is prioritised.

Children talk about how much they love reading and pupils in key stage 2 appreciate the high-quality texts they read in class.

Pupils have a clear understanding of the learning outcome, consistently recorded in pupils' books, together with success criteria mapped against emerging, expected and exceeding age-related outcomes.

The appropriate use of manipulatives supports the concrete visualisation of learning before moving onto the pictorial and abstract; this was especially consistent in mathematics lessons observed in the lower part of the school, including Early Years.

Clear expectations of the correct use of mathematical vocabulary are consistent together with effective use of question stems.

The White Rose scheme is a consistent feature of good mathematical lessons across the school.

The use of targeted teaching is consistent throughout the upper part of the school.

Learning assistants support specific groups and individuals, with clear use of appropriate scaffolds and a range of targeted questioning all underpinned by nurturing, positive relationships with pupils

Leaders use outcomes of monitoring to inform termly priorities.

(Subject) Leaders have sequenced the curriculum, appropriately mapped against age related expectations and aligned with assessment processes.

Leaders have ensured that the locality of Colchester is captured across the school's curriculum, using it as a rich resource (bringing) "the local community into our school".

Pupils' learning is enhanced by a range of opportunities and experiences which bring learning to life.

Pupils speak knowledgeably about notable figures from black history including Rosa Parks and Martin Luther King and their respective roles in eliminating discrimination and unfair treatment. This was evident in pupils as young as six years old.

children are being supported to develop their sense of social responsibility and which contributes strongly to their personal development.

Pupils are clear about expectations; positive relationships are in evidence

Pupils know that adults care about them.

Children behave well across both school sites and are polite and respectful of adults and each other.

A calm productive atmosphere permeates the school.

Lunchtimes are a sociable occasion; pupils play well together engaging in both active and imaginative play using the equipment on offer.

There is real strength in inclusive provision, where Thrive and Trauma Perceptive Practice lay at the heart of provision.

Additional needs are identified quickly and provision is adapted creatively to meet need.

There is a clear golden thread between need, targets, provision and review.

Children with specific and challenging needs access a nurture provision which is building confidence, resilience and embedding basic skills.

Interventions are planned and supportive and children make progress against their identified targets.

intensive and appropriate support allows children to access quality first teaching and the classroom environment.

As the children move through school, the intensity of intervention and support are no longer needed and cognition and learning becomes the focus.

Pupils speak articulately about their learning and understand how their teachers support them.

They benefit from a range of apparatus and tools to secure their learning and are developing independence in seeking these supports

The school works tirelessly to address attendance issues and are committed to tackling the wider issues for families to unpick and reduce barriers.

At the heart of this work is 'relationship' and the school has seen significant successes in utilising this approach