



Churchfields, the Village School

Self-Evaluation Form_{v1}

2022/23

Reflective – Resourceful – Resilient

For further in-year analysis of progress towards addressing the areas for improvement, please see the SDP, subject leader action plans, monitoring and data analysis.

SECTION	
SCHOOL CONTEXT	<p>Churchfields, the Village School consists of two schools federated in 2006. The Atworth base (AT) consists of four classes (R, 1/2, 3/4, 5/6) and the Monkton Farleigh base (MF) consisting of two classes (R/KS1, KS2). Both bases are located in rural Wiltshire, relatively close to the cities of Bath and Bristol. There is an independent nursery near AT: 'Snapdragon'. Many children feed into AT) from here.</p> <p>The independent nursery at MF, 'Lookout Day Nursery' opened at the base in February 2020. Now that COVID-19 restrictions have lifted, we are hopeful that this provision, along with the wrap-around care they will offer, will draw more families to MF, to improve the financial outlook for both this base and the school at large. Unfortunately COVID-19 has meant that the school has had to provide financial support (in terms of providing rent relief) in order to secure its viability.</p> <p>Pupil numbers for Reception entry fluctuates at both bases due to the local population, with MF particularly affected by this. We keep our marketing strategy current and well-funded in order to attract pupils to both bases. AT often oversubscribed with many new parents citing the school's reputation for providing an exciting/enriching education. Many parents choose the school despite being out of catchment. Our numbers on roll remain higher than the local authority's demographic analysis predictions however.</p> <p>The Headteacher has been in post since January 2014 and is supported by a Senior Teacher at each base both of whom have a full class commitment bar PPA and leadership and management time. The Atworth Senior Teacher has been in post for a number of years and the MF Senior Teacher has been in her substantive post since January 2017. Staff turnover is low. Staff move between bases for the school's needs and their own professional development. All but one part time teacher are on the Upper Pay Scale. We currently have two classes that have job-share classteachers: Y1/2 (2:3) and Y3/4 (3:2), both at the Atworth base. A new English leader and EYFS/KS1 teacher at our MF base took her up her post in September 2022.</p> <p>Classes are supported in the morning with teaching assistants or additional qualified teachers whose role is to support children's learning within class or individual/small groups outside the classroom. In 22/23, all support teachers and teaching assistants are experienced, and attend regular, quality CPD opportunities and are performance managed by the SENDCo in line with recommended practice.</p> <p>Many of our teaching assistants are also higher level teaching assistants (HLTAs). HLTAs are used to cover the majority of short-term teacher absences in line with the school's policy which we find preferable to using supply teachers who are not aware of the children or their individual needs. Absences longer than two days are always covered by qualified teachers.</p> <p>The two bases have staggered start and finish times - AT: 8:45-3:15pm; MF: 8:30-3pm. Both bases have a 15 minute morning break and an hour for lunch. KS1 often have a 15 minute afternoon break in addition.</p> <p>To keep pupils safe during the COVID-19 pandemic, Atworth was divided into two bubbles which could be managed effectively with the staffing levels already in school (and therefore within our budget). Each bubble had a staggered school day including start/end times (EYFS/KS1: 8:30am to 3pm; KS2: 8:45am to 3:15pm) and lunchtimes (EYFS/KS1: 11:30am to 12:30pm; KS2 12-1pm). Break-times saw the children kept in separate zones on the playground. We have a detailed and regularly-updated, LA-approved risk assessment which can be made available to view if required.</p> <p>Both bases offer a rich variety of extra-curricular clubs, many of which are free of charge. These are run by both teaching staff and outside providers who are suitably vetted.</p>

The school has fully implemented National Curriculum 2014. Staff have the confidence to plan using a clear progression of knowledge and skills over the primary phase. We are constantly evaluating and improving our curriculum offer to ensure it is fit for purpose by meeting national requirements and providing children with motivating and challenging content. Senior and middle leaders frequently revisit our curriculum's intent and implementation, and analyse its impact to ensure time is well spent on ensuring quality coverage with the methodical revisiting of key skills and knowledge.

As the composition of our classes alters year on year, we map cycles of learning to each class annually from our personalised curriculum knowledge and skills map, ensuring complete coverage and effective transition. This process, and subsequent teacher short-term planning, is supported by core and non-core assessments for all subjects.

Some of the Sports Premium the school receives has been utilised to employ an expert sports teacher to team teach alongside our regular staff. This has benefited our children at the time and secures future sustainability. This will continue if the Premium remains.

All teachers receive the Planning, Preparation and Assessment (PPA) time to which they are entitled, and the senior teachers of both bases receive at least an additional half a day per week non-contact to support the discharge of their Leadership and Management duties. Other subject leaders receive non-contact time by prior agreement to support them. Senior Leaders are highly aware of the demands of teachers' workloads and seek to reduce these through consultation whenever possible (e.g. November 2018 INSET used DfE Workload Toolkit, later followed up by SLT; April 2021: staff well-being survey which indicated staff felt supported by the school over the pandemic). MF base pupil numbers have always been at the mercy of the numbers of children within the local population which is typically low. This can mean some admission years can be very low. This can put a financial strain on both bases as we drive forward improving standards. The Headteacher and Governing Body work together to ensure the school is suitably marketed to the surrounding community in an effort to maintain healthy pupil numbers.

To keep pupils safe during the COVID-19 pandemic, Atworth was divided into two bubbles which could be managed effectively with the staffing levels already in school (and therefore within our budget). Each bubble had a staggered school day including start/end times (EYFS/KS1: 8:30am to 3pm; KS2: 8:45am to 3:15pm) and lunchtimes (EYFS/KS1: 11:30am to 12:30pm; KS2 12-1pm). Break-times saw the children kept in separate zones on the playground. We have a detailed and regularly-updated, LA-approved risk assessment which can be made available to view if required. This arrangement is currently not in force although could be reinstated if appropriate in line with our outbreak management plan.

Key Pupil Characteristics (September 2022):

Numbers on roll: AT= 89; MF=31; Total=120

52.9% girls; 47.1% boys

88.4% joined in Reception year

17 (14%) Pupil Premium

15 (12.5%) FSM

13 (10%) SEND (EHCP = 0 with 1 application in process)

1 (0.8%) Service Premium

2 (1.6%) PLAC

0 (0%) EAL

	<p>The demographic of the local area has a deprivation indicator below that of national although some of our families are in receipt of state support and this fluctuates significantly between year groups according to April 2019 Mosaic data (the last available), with 21% of the school's population being in the second quartile of the least advantaged population which varies from 8% minimum (Y5 in 22/23) and 36% maximum (Y6 in 22/23) in this group.</p> <p>On entry to Reception, children's attainment has been broadly in line with national average with the exception of 17/18 and 18/19 where it was above. In 19/20, attainment on entry was just below national average, and in 20/21 and 21/22, it was significantly below, undoubtedly due to the disruptions caused by the pandemic. The school's assessment accuracy has been verified through formal local authority moderation in July 2018 as well as informal LA wide and cluster moderation sessions whenever they are available.</p>	
<p>AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation.</p>	<p>Summary:</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1 Improve SEND provision so these pupils' needs are fully met so they make good or better progress. 2 Develop the use of outdoor learning and Forest school to enhance curriculum provision, improve transition and further support disadvantaged learners. 3 Address the gender imbalance which indicates girls may be underperforming across the school (referenced in Teaching, Learning & Assessment action plan). <p><u>Embedding:</u></p> <p>Embed Essential Letters and Sounds phonics scheme across the school as appropriate.</p> <p>Embed effectiveness of marking and feedback by implementing 'Mark for Impact' strategy and a 'no-marking' maths policy.</p> <p>Continue to raise attainment and achievement in all subjects, incorporating catch-up strategies with particular reference to maths, including MTC.</p> <p><i>Please note that these are the key areas for improvement only and should be read in conjunction with the priorities identified by Ofsted in our last inspection. Other areas will also be developed in conjunction with these as required.</i></p>	
<p>PREVIOUS INSPECTION</p>	<p>Date: 28/02/17</p>	<p>Overall Judgement: GOOD</p>
<p>How areas for development identified at previous Ofsted inspection have</p>	<p>Key Issue</p> <p>Staff extend the challenge further for the most able pupils, especially in writing and mathematics.</p>	<p>Progress</p> <p>More Able (MA) leader is a member of SLT. School is a member of NACE and received bespoke training from them in 2018. Staff also receive regular training using NACE materials. MA leader works closely with English/maths leaders and has been part of the Boolean Maths Hub, and is now part of the Mobius Maths Hub, at the forefront of maths mastery teaching. New maths and English methods of teaching adopted which have had positive impact on achievement.</p>

<p>been addressed</p>		<p>GD/HA data examples of impact: KS1 reading up from 28% in 2017 to 46% in 2019; KS2 writing up from 19% in 2017 to 37% in 2019; KS2 maths up from 10% in 2017 to 40% in 2018 to 26% in 2019.</p> <p>All KS1 and KS2 GD/HA data improved from 2017 to 2019 although ARE GD/HA combined can be variable due to small cohort sizes (e.g. KS2 0% (below national) in 2017 then 15% (above national in 2018).</p> <p>Our May 2021 SIA report indicated that “School leaders have also maintained a focus on More Able pupils, and this is checked through the work of the governing body with updates from the More Able Leader. CPD has been provided for teachers.”</p> <p>2022 data indicated that, at KS1, 4% achieved GD in reading, 0% in writing and 14% in maths. The impact on these pupils as a result of the pandemic meant that the focus was ensuring pupils became secure within the expected standard which can now be built upon throughout Key Stage Two. At KS2, 63% of pupils achieved GD in reading, 33% in writing and 42% in maths. The progress of Y1-6 more able pupils should be celebrated as 40% made outstanding progress in writing over the summer term in 2022. Overall Y1-6 higher attainers achieved 70% GD in reading, 60% GD writing and 70% GD maths overall. Progress across the whole of 21-22 for higher attainers was 90% expected, 20% outstanding in reading; 100% expected, 40% outstanding in writing; and 100% expected, 10% outstanding in maths. This indicates More able children are catching up. There is a focus on maths strategy embedding and development over 22/23 which will impact further on pupil progress.</p>
	<p>The capacity of the middle leaders is developed so that they can systematically improve the quality of teaching in their subjects.</p>	<p>Since our previous inspection, the development of subject leaders has been a high focus for the school. They have been empowered by regular, bespoke, high quality CPD, and have been allowed to take risks with key areas of the school’s work. This has not only improved multiple areas of the school’s work but effectively distributed leadership to increase the school’s capacity securing effective succession planning. We are a ‘research-engaged’ school and value an outward-facing approach, bringing in other professionals to support us in our work (e.g. EYFS and maths consultant in autumn 2021; a different maths consultant in summer 2022; and triad of headteachers summer 2022).</p> <p>Subject leaders carry out regular and thorough monitoring and evaluation activities including lesson observations, learning walks, pupils’ books, teachers’ planning alongside the use of pupil/staff/parent questionnaires, focussed teacher appraisal targets and support staff performance management targets, quality, honed CPD, and opportunities to work alongside external outstanding practitioners in similar settings. Several teachers have recently received informal support from key school leaders and outside agencies, arranged by the school.</p> <p>The headteacher meets with individual subject leaders at least three times per year. Increasingly, leaders set the agenda for these meetings which focusses on discussions around strategic approaches to increase impact on pupils’ achievement and attainment across all areas of school life. The impact of their work can be evidenced through improving school outcomes since the previous inspection.</p> <p>Our May 2021 SIA report indicated that “School leaders have taken decisive action to address the issues raised at the last inspection with a distributed leadership approach firmly in place. Subject leader action plans form the basis of the SDP and used to drive improvements.” The school is now (22/23) working on ensuring consistency of approach with action planning and that these utilise effective SMART targets based on definable impact.</p>
		<p>GOOD</p>

**OVERALL
EFFECTIVENESS**

Our curriculum enthuses, motivates and challenges children, teaching key areas of learning through a topic-based approach. Our curriculum is kept constantly under review to evaluate the extent to which its implementation matches our intent, establishing a clear cycle for curriculum improvement over time. We are mindful of the extent to which pupils' cultural capital, understanding/immersion in life in modern Britain/British values, and knowledge on how to keep themselves safe (including Prevent) are addressed. Core subject attainment is consistently above national expectations in most areas.

Leaders at all levels participate in regular, rigorous monitoring and evaluation activities and provide detailed feedback to staff which secures improvement as evidenced in pupil outcomes over time. We are mindful of our provision for pupil groups and closely monitor the impact of any strategies that seek to improve their outcomes. The quality of teaching continues to improve and is least good over time with an increasing amount outstanding. High expectations are consistently communicated by senior staff and governors. Governors show an increasing understanding of their strategic role through improved support and challenge to the headteacher in order to move the school forward. They do this through links with subject leaders and regular focussed school visits.

Pre-pandemic, In 2019, the majority of our pupils made at least good progress from their EYFS starting point in reading, writing and maths by the end of KS1, with some making more than expected progress. KS2 progress was within the national confidence intervals for reading, writing, and maths. Maths has been a key focus for development since 2017 and our strategies for improvement have been successful; Monitoring, including data analysis of all other year groups, also confirmed attainment and achievement in line with national expectations overall at the end of 18/19. Disadvantaged children were catered for effectively at Churchfields with 2019 progress scores of 4.74 for reading, -0.36 for writing and 0.4 for maths – all in line with the national average confidence interval for all pupils and non-disadvantaged pupils. Attainment of our disadvantaged pupils was 75% for RWM combined, above the national average of non-disadvantaged pupils of 71%. 25% of our disadvantaged pupils achieved the higher standard for RWM combined, above the national average of non-disadvantaged pupils of 13% ([ASP19](#)).

In 2022, all pupils made good progress across the EYFS, their year group and across KS1 and KS2. KS2 progress was within the national confidence interval for reading (at +2.68) and significantly above national in writing (at 3.0) and maths (at 3.12). SPaG has been a focus on previous school development plans, and the internal and externally validated data indicates this has been successful. We also had a focus on reading (see previous SDPs) which again was successfully improved through the school's actions.

Daily collective worship and curriculum provision seeks to foster tolerance and respect for others in line with modern British values through explicit teaching of the key values of Christianity. Incidents of poor behaviour remain consistently low and parents often report their satisfaction at how the school handles any concerns they may have. A diocese school improvement advisor visit report from summer 2022 stated that:

"The Intent statement in the Curriculum policy is a powerful one, rooted absolutely in Christian vision for hope and aspiration. The careful planning of CW through themes by a member of staff and initiated as 'whole school' each week by the HT secures a 'school wide' approach and coverage. The coverage is intentionally planned to ensure that children look at the key Christian values of the school as well as the wider CVs of life. Relationships between adults and pupils were notably positive with especial care being taken to encourage children to respond in their own way. Teachers model and rephrase children's input in order to build oracy and understanding. Music is a key feature of CW throughout the school and is valued by children and staff alike. It is often used to give children time to think/reflect and is part of an intentional development of 'musical cultural capital'. There is a whole school approach to 'No hands up' or other approaches that enable pupils to 'show me you are thinking'. This is effective." ([Diocese School Improvement Advisor May 2022](#)).

The school works productively with parents and the local community who are encouraged to come into school and support us with our work (COVID permitting). A June 2022 parent questionnaire indicated that 100% of their children felt safe in school, and the vast majority indicated that the school was well led/managed; teaching was effective;

their children were happy at school and made good progress; that pupils were well-behaved and they would recommend Churchfields to other parents ([Parent Questionnaire June 2022](#)).

The school responded proactively to the COVID-19 pandemic by using all funding streams available to equip the school and its pupils with technology to engage in remote education of a high standard. The school has used all Catch-Up funding, including the school-led tutoring grant, to acquire comprehensive resources to support its remote education provision. It is mindful of the well-being of staff when planning and asks for regular feedback.

QUALITY OF EDUCATION

Intent

- Leaders and teachers have developed a curriculum fully in line with National Curriculum 2014, that is ambitious and designed to give all pupils, particularly those that are disadvantaged or with SEND, the knowledge and cultural capital they need to succeed in their current and future lives.
- We recognise the importance of a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- Cycles of learning incorporate year group skills and knowledge progression are updated and adapted in response to changing class compositions.
- The SENDCo provides teaching staff with targeted advice on how to appropriately adapt the curriculum to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Pupils study a broad and balanced curriculum covering a wide range of subjects, both core and foundation.
- As a Church of England School, the core values of love, forgiveness, compassion and friendship are woven throughout. These values were updated in 2022.

Implementation

- The teaching of phonics and reading is prioritised to allow pupils to access the full curriculum offer.
- Teachers have good knowledge of the subject(s) and courses they teach. Where any areas for development exist, they are swiftly identified and appropriate support and CPD is put in place. The school values CPD very highly.
- Teachers present subject matter clearly and check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Teachers then adapt their teaching as necessary.
- Teaching is designed to help pupils remember and build on long term the knowledge and skills they have been taught over time.
- Teachers and leaders use assessment well to check understanding and inform further teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary workload for staff or burdens on pupils.
- Teachers create a pupil-centric environment. Teaching materials reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills.
- A sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.
- Our phonics provision is developing to bring it into line with new DfE recommendations. Reading books will connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, reading and writing of English support pupils in developing their language and vocabulary well.

- We are mindful of the extent to which pupils’ cultural capital, understanding/immersion in life in modern Britain/British values, and knowledge on how to keep themselves safe (including Prevent) are addressed.
- Leaders at all levels participate in regular, rigorous monitoring and evaluation activities and provide detailed feedback to staff which secures improvement as evidenced in pupil outcomes over time.
- We are mindful of our provision for pupil groups and closely monitor the impact of any strategies that seek to improve their outcomes.
- When planning, we draw upon local history, geography and other resources including Roman Baths, Bristol Museum, Stonehenge, SS Great Britain, local art galleries to name a few. Trips, visits and visitors from the local area and beyond are utilised extensively to help make learning meaningful and relevant to our pupils.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests that meet government expectations.
- All pupils are ready for the next stage of their education. Disadvantaged pupils achieve well, in line with all pupils national overall. SEND pupils also make progress appropriate to their individual needs.
- Pupils’ work across the curriculum is of good quality overall and improving.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.
- Our curriculum enthuses and motivates children, teaching key areas of learning through a topic-based approach. Our curriculum is kept constantly under review to evaluate the extent to which its implementation matches our intent, establishing a clear cycle for curriculum improvement over time.
- The quality of teaching continues to improve and is good overall with increasing elements of outstanding practice noted.
- Governors show an increasing understanding of their strategic role through improved support and challenge to the headteacher in order to move the school forward.
- Our key data points are December, March and July. Phonics and multiplication tables are assessed termly until pupils have undertaken the statutory test or met the expected standard, whichever comes last. Assessment outcomes and targets are shared with children in class, and parents during our extremely well attended parents’ evenings.
- Parents of children with SEND will meet with the classteacher and/or SENDCo to review support plans and EHCPs at least three times per year.

End 2021/22 Pupil Outcomes

EYFS:

GLD: 71% (10/14 pupils) National = 72%; 2019: 94% (16/17 pupils); 2018: 92% (12/13 pupils)

Phonics:

Year One (23 pupils – 4.3%/pupil)	Year Two Resits (4 pupils)
83%; National = ??% [2021: 81%; 2020: 94%]	75%

Subject	KS1 (21 pupils – 4.8%/pupil)	KS1 National	KS2 TA (24 pupils – 4.2%/pupil)	KS2 SATs (24 pupils – 4.2%/pupil)	KS2 SAT National	KS2 SAT Average Score	KS2 SAT Average Score National	Progress Score National=0 (Confidence Interval)
Reading	2022 76% (19% GD) 2019 77% (46% GD) 2018 95.5% (36% GD)	2022 ??% (??% GD) 2019 75% (25% GD) 2018 75% (26% GD)	-	2022 96% (63% HA) 2019 74% (37% HA) 2018 85% (45% HA)	2022 74% (?? HA) 2019 73% (27% HA) 2018 75% (28% HA)	2022 110 2019 106 2018 107	2022 105 2019 104 2018 105	2022 -?.? (-?.? to +?.?) 2019 -0.6 (-3.0 to +1.8) 2018 +0.7 (-2.1 to +3.5)
Writing	2022 76% (0% GD) 2019 77% (15% GD) 2018 81% (13.5% GD)	2022 ??% (??% GD) 2019 69% (15% GD) 2018 70% (16% GD)		2022 96% (33% GD) 2019 85% (37% GD) 2018 85% (30% GD)	2022 69% (?? HA) 2019 78% (20% GD) 2018 78% (20% GD)	-	-	2022 -?.? (-?.? to +?.?) 2019 0.7 (-1.5 to 2.9) 2018 +0.1 (-2.6 to +2.8)
Maths	2022 81% (14% GD) 2019 69% (23% GD) 2018 95.5% (27% GD)	2022 ??% (??% GD) 2019 76% (22% GD) 2018 76% (22% GD)	-	2022 96% (42% HA) 2019 93% (26% HA) 2018 80% (40% HA)	2022 71% (?? HA) 2019 79% (27% HA) 2018 76% (24% HA)	2022 109 2019 106 2018 106	2022 104 2019 105 2018 104	2022 -?.? (-?.? to +?.?) 2019 -1.0 (-3.1 to 1.1) 2018 +0.7 (-1.8 to +3.2)
SPaG	2022 67% 2019 62% 2018 91%	2022 ??% (??% GD) 2019 NO DATA 2018 NO DATA	-	2022 96% (33% HA) 2019 74% (22% HA) 2018 80% (30% HA)	2022 72% (??% HA) 2019 78% (36% HA) 2018 78% (34% HA)	2022 110 2019 105 2018 106	2022 105 2019 106 2018 106	-
Science	2022 81% 2019 92% 2018 95%	2022 ??% (??% GD) 2019 82% 2018 83%	2022 96% 2019 86% 2018 85%	-	-	-	-	-
R+W+M	2022 76% (0% GD) 2019 69% (8% GD) 2018 86% (9% GD)	2022 ??% (??% GD) 2019 65% (11% GD) 2018 65% (12% GD)	-	2022 96% (25%) 2019 70% (4% HA) 2018 80% (15% HA)	2022 59% (??% HA) 2019 65% (11% HA) 2018 64% (10% HA)	-	-	-

GD=Greater Depth; HA=Higher Attainment (110+ Scaled Score). Confidence Interval: This takes account of the small cohort size and so the whole range must be taken into account when analysing progress scores. Therefore if the highest value of the range is zero or above, the school is at least in line with national data for that subject area.

Strengths	Next Steps for improvement	GOOD
We believe our curriculum is a strength of the school. Our termly Wow! Days inspire learners at the beginning of each topic and children report enjoyment in their learning.	To address gaps in curriculum knowledge during the national lockdowns, we are currently developing our practice to ensure only statutory content is delivered to	

These days seek to introduce new knowledge and skills to pupils or build on that which is already known. In light of the catch-up time restrictions as a result of the pandemic, we are currently working to ensure statutory content is always delivered in detail first to ensure high quality full-coverage is maintained as was the case before time became constrained.

The school has introduced a non-core assessment system for years one to six to monitor the progression of skills and knowledge from years one to six. This enables gaps in learning to be quickly identified and addressed.

Teachers receive regular, bespoke CPD in order to raise the impact of their work with pupils. As a result, teaching over time continues to improve. In March/April 2022 100% of teaching was good with 25% outstanding. This is in part as a result of a rigorous monitoring and evaluation system that drives forward improvements. External validation with advisors and other headteachers confirms the school's judgements (spring and summer 2022).

Leadership continues to address areas for development priorities based on the strategies that will yield the maximum impact on pupils' attainment and achievement whilst planning to ensure future sustainability. Monitoring of the quality and impact of teaching and learning is individual, rigorous and regular, carried out by all levels of school leadership using SMART targets. An example of a key strategy is that of individual HT/Class teacher 'Classroom Practice' meetings. These are held every large term and seek to clarify key areas of strength and foci for development and support needed in order for staff to continuously improve at pace. Alternate terms' meetings are focussed on 'Subject Leadership' in the same vein. These have a measurable impact on pupil progress and attainment and achievement gaps have closed or are closing for key pupil groups (e.g. SEND) and further strategies are being implemented to address any remaining weaknesses (e.g. picture books for boys). Pupil progress meetings with HT/teachers three times per year provides effective opportunities for professional conversations and planning of strategies to intervene

ensure high quality full-coverage. New curriculum areas of computing and MfL have been introduced and need to be embedded.

We are currently completing work to ensure our intent clearly incorporates what we are aiming to achieve alongside the National Curriculum/Early Learning Goals in a way that immerses pupils in the values of modern Britain and keeps them safe from harm (e.g. Prevent). We are currently revisiting our intent and quality of implementation to ensure time is well spent on ensuring quality coverage that ensures methodically revisiting of key skills and knowledge. We are continuing to map the skills and knowledge for upcoming 'cycles' of learning to meet the needs of changing class compositions.

Subject leaders use our Intent, Implementation and Impact documents within their monitoring to ensure the school's curriculum lives up to expectations. When areas for development are identified from this, action is swiftly taken. The impact of such action results in clear improvement (evidence available). Our next step is to ensure assessment documents fully inform teachers' ongoing planning.

Subject leaders are working with our SENDCo (appointed September 2019) and MA leader to ensure differentiation for SEND, the less and more able pupils is effective in all lessons, through the continued development of mastery and focused learning objectives and success criteria that are used to inform quality feedback which pupils use to edit their work. SEND provision is an SDP focus for 22/23.

We are working to effectively embed the EYFS 2021 curriculum after a successful implementation in 2021/22. All staff, including those new to early years' teaching, are receiving comprehensive training and support, and guidance provided by a commissioned consultant.

	<p>early with pupils that are falling off track. This has already been extremely successful in terms of impact on pupil achievement and attainment (<i>ISDR18 and ISDR19 – latest data available</i>).</p> <p>Our pupils’ achievement and attainment has improved over time and since the last inspection. This is particularly notable for our more able pupils where attainment has increased markedly in reading, writing and maths since 2017.</p> <p>We identified in November 2021 that there is some development required in teachers’ mathematical subject knowledge and the pedagogical approaches of some staff post-lockdown in this area. School leaders immediately planned an effective approach to tackle these issues, making use of monitoring with detailed feedback on how to improve practice, external training, in-house support and school-to-school support.</p> <p>The school achieved the Basic Skills Quality Mark in 2014, 2017 and again in 2022, providing external validation of our unrelenting drive for improvement.</p> <p>The school achieved the Primary Science Quality Mark in 2020.</p>	<p>Embed effective feedback across the school that seeks to minimise teachers’ workload yet provides pupils with the knowledge of what they are doing well and how they can improve so children are clear about their next steps in learning.</p> <p>We are currently embedding a comprehensive and consistent approach to teaching the teaching of phonics across the school. This will address any gaps in pupils’ learning, particularly in transition from Key Stage One to Key Stage Two.</p> <p>Ensure pupils who are achieving at the GD/HA level, do so consistently in all areas (RWM combined); Ensure that pupils in KS1 reach their potential in writing at GD. Although 0% achieved this in 2022, this was as a result of the challenges caused by the pandemic, and a strong focus on cementing children’s mastery of the expected standard criteria. We predict accelerated progress across Key Stage Two for this cohort.</p>
<p>BEHAVIOURS & ATTITUDES</p>	<p>The school has high expectations for pupils’ behaviour and conduct. The behaviour policy is known and understood by all, and expectations are applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated, and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.</p> <p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. We recognise national anti-bullying weeks and use them to reinforce pupil education as well as our policies and procedures.</p> <p>Action taken to address issues related to behaviour and attendance is swift and targeted. There is demonstrable improvement as a result.</p> <p>Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>Pupils have high attendance and come to school on time. In 20/21, our overall absence rate was 2.35% with 4.32% persistent absences and 0.42% total lateness. Authorised absences were 2.02% and unauthorised absences were 0.33%. Our absence rate for pupils in receipt of Pupil Premium was 6.26%, and for our SEND pupils, the absence rate was 4.68%. Attendance and lateness is monitored closely by the headteacher who actions concerns swiftly and effectively. Strategies implemented include first day calling; the following of the ‘Missing Children in Education’ protocol for ten days’ absence; attendance letters to parents when absence becomes a concern; attendance meetings with parents if attendance does not improve; involvement of Education Welfare Officer for advice and support; and fixed penalty notices when necessary. As a result of this intervention, regular attendance is rightly seen as important and essential, and remains above national averages.</p>	

Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort and, as a result, have not occurred since the current headteacher's appointment.

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and feel safe as identified in pupil discussions and questionnaires.

Strengths	Next Steps for improvement	GOOD
<p>Absence rates, including persistent absences, were consistently below national averages leading up to the pandemic. From 02/02/22 to 06/06/22, our attendance level was 94.94%, above national figures of around 92%. The vast majority of pupils who were persistently absent were as a result of COVID-19.</p> <p>The school monitors all pupils' attendance regularly and follows up on any concerns which results in improved attendance in the vast majority of cases. We do this by monitoring every child's attendance and punctuality at least three times per year, and those that are flagged by staff and the school office as they arise. Procedures to improve attendance include frequent, detailed information come about the important of regular attendance, children and class rewards, three levels of concern letters to parents, attendance support meetings, use of externally sourced parent support advisor, parent classes and fixed penalty notices.</p> <p>The school's Safeguarding and Child Protection procedures are well developed and understood by the whole school community meaning that children feel safe (<i>Parent questionnaire – May 2019 – Pre-pandemic; and June 2022</i>) and are safe (<i>internal data</i>). Staff are regularly and well trained. Policies are clear and thoroughly followed.</p> <p>Pupils demonstrate positive, caring behaviour and attitudes both around school and within lessons. This is confirmed by the school's internal data/monitoring and frequently recognised and commented upon by visitors and the public outside of school.</p> <p>The school's curriculum and nurturing approach by staff fosters pupils' selfless kindness and consideration to others ensuring incidents of poor behaviour in lessons and around school remain consistently rare over time. In a November 2021 safeguarding pupil questionnaire, pupils stated that they felt safe in school and they had at least one adult they could speak to if they had any concerns.</p> <p>'Learning Gems' are embraced by the whole school, which allows pupils' good behaviour to be capitalised on in their learning.</p>	<p>Pupils to make further contributions to the wider community through the development of links in both AT and MF post-COVID restrictions.</p> <p>Implement the DfE's 2020 white paper on attendance.</p> <p>Work with the school community to finalise the refresh of the schools vision, values and aims. This work started in January 2020 but had to be halted due to the COVID-19 pandemic. It resumed again in 2022.</p>	

	<p>The whole school community refreshed its vision, values and aims in 2015 and is mid-way doing so again (2022). As part of this work, pupils are regularly taught the meaning of the school's Christian values and how to implement them in every-day school life.</p> <p>Behaviour across the school is at least good and often it is outstanding as a result of the school's effective and positive approach to behaviour management.</p>	
<p>PERSONAL DEVELOPMENT</p>	<p>The curriculum extends beyond the academic and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality and we are often complimented on this aspect of our work by the school community and beyond.</p> <p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> <p>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</p> <p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests both in school and through our extra-curricular provision. Pupils appreciate these and make good use of them.</p> <p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>The school has close links with the local churches, celebrating Easter, Harvest, Christmas and other key events across the year. The vicar or a representative leads assemblies at both bases.</p> <p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p> <p>Pupils leave Churchfields self-confident and secure, ready to move on to the next part of their education (pupil canvassing by church leaders July 2022). A notable strength was that they were all articulating the need to care for each other and the younger children, but were not worried about being the youngest at secondary school, there was a real sense that the majority felt ready and secure in themselves to move on.</p> <p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p> <p>Examples of how school life supports pupils' personal development include the comprehensive teaching of the RSHE curriculum, extra-curricular clubs, Forest School, outdoor learning, PTA events, fundraising events for charity support, School Council and Eco-Council.</p>	

Strengths	Next Steps for improvement	GOOD
<p>The school prides itself on its nurturing approach to children’s education. Many families state this reason for joining the school, including those that travel from outside the catchment area.</p> <p>The school works tirelessly with all members of the Atworth and Monkton Farleigh communities to ensure the federation provides strong support and guidance to its pupils spiritually and emotionally. This is reflected in the consistently low incidents of inappropriate behaviour by pupils.</p> <p>The school promotes fundamental British values in its everyday practice such as providing opportunities for pupils to take part in a democratic process of School Council elections and school-wide questionnaires.</p> <p>The school provides many opportunities for children to follow their interests outside of the normal curriculum when not affected by COVID-19 restrictions. This includes taking part in concerts (e.g. Wiltshire Music Centre) and plays (e.g. PAC), extra-curricular clubs, attend MA events (e.g. Corsham Quiz) and MA training (e.g. Brain Academy and Braeside).</p> <p>Jigsaw scheme of work is now embedded across the school for PSHEE teaching as is our Learning Gems strategy. As a result, children are increasingly becoming reflective, resourceful and resilient in line with our school vision.</p> <p>Leaders appreciate the value of being outward facing. We recognise this is the most successful way to ensure continuous improvement in our school. To this end, we regularly seek out the opinions of experts and good quality research to support us in our work.</p> <p>The Headteacher (DSL), Senior Teachers (DDSLs) and PSHEE/RSHE leader worked together to act on the Ofsted June 2021 report “Review of sexual abuse in schools and colleges” to ensure the national issues raised in the report are comprehensively addressed.</p> <p>The school regained its Bronze level Healthy Schools accreditation in 2022 along with the Eco-Schools Award in the same year.</p>	<p>The staff are working together to ensure planning for improving children’s cultural capital is thorough, and appreciation of other cultures is also a focus so that all children, including disadvantaged learners and those with SEND, are able to succeed.</p> <p>Further work in the local and wider community would build positively on the work the school currently carries out to strengthen pupils’ social impact and cultural understanding.</p> <p>Further development is needed of pupils’ understanding of the rule of law in modern Britain.</p>	

LEADERSHIP & MANAGEMENT

Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

Leaders focus on improving teachers' subject and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff build and improve over time.

Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.

Leaders engage effectively with pupils and others in their community, including parents and local services. Engagement opportunities are focused and have purpose.

Leaders engage with staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

Leaders protect staff from bullying and harassment.

Those responsible for governance understand their role and carry this out in an increasingly effective way. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. They gain comprehensive information through regular Headteacher Reports, Governor Information Chevrons, Governor-Staff Visits and Subject Leader Presentations.

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Teacher appraisal is thorough and carefully linked to the School Development Plan. Expectations are explicit and challenging, and pay is linked to performance.

The school values the importance of close monitoring and evaluation of its work through book scrutiny, lesson observations, pupil conferences, data analysis, pupil case studies, learning walks, learning conversations, questionnaires, termly pupil progress meetings and moderation. These activities are regular, comprehensive and inform our planning.

Safeguarding and Health and safety are a top priority for the school. For example, we have more than the prescribed minimum number of staff trained in first aid (13 in July 2022) and paediatric first aid (5 in July 2022); we have termly fire practices; risk assessments are comprehensive and regularly reviewed; and safeguarding training and updates are provided in line with recommended schedules.

Our spending of Pupil Premium, Sports Premium, Catch Up Premium and Recovery Premium is well considered and closely monitored for impact. We publish all required information on our website.

Strengths

Next Steps for improvement

GOOD

<p>The impact of good leadership and management has improved attainment and achievement over time e.g. 100% of pupils have achieved the expected standard in phonics for three years running (2017-2019). We were formally moderated by the Local Authority for this in 2019. EYFS 18/19 progress was good with July 2019 attainment above national data; End of Key Stage One attainment was in line with or above national in all areas with reading GD notably higher (46% school; 25% national). Key stage Two 2019 attainment and achievement was in line with or above the national average at ARE and GD/HA with the exception of SPaG HA and SPaG Scaled Score. Many outcomes were much above national levels (e.g. 93% pupils achieved ARE in maths at KS2). One child in the cohort of 21 was statemented and left our school at the end of the year to attend a specialised provision.</p> <p>Leadership at all levels performs thorough, frequent and effective monitoring to identify changes in the school's strengths and weaknesses. We use high-quality research to identify strategies to address needs at pace. Pupil outcomes improve as a result. For example, in 2022, all pupils made good progress across the EYFS, their year group and across KS1 and KS2. KS2 progress was within the national confidence interval for reading (at +2.68) and significantly above national in writing (at 3.0) and maths (at 3.12). SPaG had been a focus on previous school development plans, and the internal and externally validated data indicates this has been successful. We also had a focus on reading (see previous SDPs) which again was successfully improved through the school's actions.</p> <p>Our motivating and inspiring curriculum and high expectations of staff prepares pupils well for their next stage of education and life in modern Britain.</p> <p>CPD is used creatively to improve the professional competency of all staff as indicated in our regular and rigorous monitoring and evaluation activities. We have developed a culture of continuous improvement.</p> <p>Attendance is closely monitored and poor attendance addressed swiftly. The school is aware that pupils who are FSM or SEND are more likely to be persistently absent so is mindful to ensure this is addressed regularly with parents. We work with outside agencies to promote good attendance at our school (e.g. EWO and buying in external Parent Support Advisors).</p> <p>The decline in attendance suffered nationally was echoed in our school. However, the strategies we introduced has improved this at a faster rate and we remain above national attendance levels.</p>	<p>English leader is overhauling our reading provision, beginning with radically improving our whole-school stock of reading books. She is also trialling alternative guided reading strategies.</p> <p>We will be purchasing high quality, challenging texts in 22/23 to support curriculum learning using self-raised funds.</p> <p>Ensure pupil absences remain low and that parents of pupils who are persistently absent receive the support they need to ensure their children attend school regularly.</p> <p>Further enhance partnership working arrangements with parents through open days and curriculum information workshops.</p> <p>In 22/23, develop SEND provision, outdoor learning/Forest School, music (in light of new guidance) and maths mastery, and embed Essential Letters and Sounds (phonics), and the new EYFS curriculum with teacher.</p>
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	<p>Staff appraisal effectively focuses staff on key areas of school improvement and values the contribution of every person.</p>	
<p>EARLY YEARS FOUNDATION STAGE</p>	<p>Intent</p> <ul style="list-style-type: none"> • 21/22: We had 14 EYFS pupils (AT=10; MF=4) made up of 8 girls and 6 boys. In 22/23 we have 18 pupils (AT=15; MF=3) made up of 10 girls and 8 boys. In 2021, although all attended pre-schools or nurseries, this was sporadic due to COVID-19 lockdowns and frequent closures. As a result, only 4 (29%) pupils were assessed on entry as being at the expected standard overall. The EYFS team, consisting of one teacher new to the school and the ETFS in 2022, is developing their practice under the 2021 curriculum to secure provision that specifically addresses children’s needs so they make rapid progress. Please see ‘School Context’ section for more information on attainment on entry over time. We are currently assessing children again at the RBA for 2022. • Leaders construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. • The curriculum builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. • There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and secure a knowledge of phonics which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. • The school’s approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. The school has introduced Essential Letters and Sounds and all staff (teachers and TAs) across the school received comprehensive initial training in April 2022. 22/23 will focus on embedding this work under a new English leader (appointed for September 2022). • The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. SEND provision will be developed further in 22/23. <p>Implementation</p> <ul style="list-style-type: none"> • Children benefit from meaningful learning of knowledge and skills across the curriculum. • Established staff are knowledgeable about the 2021 curriculum and the pedagogy involved, such as how the new Educational Programmes shape activities and experiences. Any gaps in staff knowledge are identified and addressed appropriately through training, experience and/or research. A new EYFS teacher in post from September 2022. • Staff have historically been effective in their teaching of systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. New staff to EYFS will undertake appropriate training to support their phonics teaching. • Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. • Staff regularly read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. • Staff are developing their teaching of early mathematics in line with the EYFS curriculum 2021 through training, working with colleagues and research. The mathematics curriculum increasingly provides a strong basis for more complex learning later on. Over the EYFS, teaching is increasingly successful at supporting children remember long term what they have been taught, and to integrate new knowledge into larger concepts. This is checked well by staff and leaders through regular monitoring and evaluation activities. • Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children. • Staff are developing the environment, indoor and out, to support the intent of an ambitious, coherently planned and sequenced curriculum. There is an understanding that resources must be chosen to meet the children’s needs and promote learning. 	

- The curriculum and care practices promote and support children’s emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children’s needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children’s progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read.
- Children are carefully tracked following the Reception Baseline Assessment (RBA) in September. Support and interventions are put in place to support those who are at risk of falling behind.

Impact

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in English and maths.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.
- Children are made ready for leaving Reception and joining Year One, and transition is smooth. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.

Strengths	Next Steps for improvement	GOOD
<p>Safeguarding procedures are effective and there is a clear understanding of the statutory requirements</p> <p>Children are motivated and inspired to explore their learning, and as a result children are on task with little or no low level disruption</p> <p>High quality interaction between children and adults in the room is resulting in rapid progress in phonics, reading, writing and maths. 94% of pupils achieved GLD in 2019, above the national average. This follows 92%, 70% and 74% from 2018 to 2016. The vast majority of pupils (87% RWM overall) made good progress from their starting points in all areas of learning. Triangulated judgements show that the provision in the EYFS is resulting in good outcomes for pupils. In 2022:</p> <p>AT EYFS teacher is also the Senior Teacher of the base, and EYFS leader. She is supported by a full time Teaching Assistant. Her judgements have been externally</p>	<p>Ensure the Reception Baseline Assessment (RBA) and EYFS 2021 Framework are successfully embedded across 22/23, and the new EYFS teacher receives quality support to address the needs of these pupils.</p> <p>Ensure the indoor and outdoor areas are used effectively and consistently to support adult-initiated and child-directed play.</p> <p>MF to develop new links with the Lookout Nursery with a focus on outdoor learning and Forest School. This will support transition.</p> <p>Develop children’s experiences of diversity beyond the school community now COVID-19 restrictions have been lifted.</p>	

validated a number of times under the previous curriculum, and she is eager to build up her experience of the 2021 curriculum, and support the new EYFS teacher from September 2022.

Teaching within EYFS is good overall with many elements outstanding. Thanks to the school's regular, in-depth monitoring practices, areas for development are identified quickly and bespoke support is put in place to address these specifically with the impact monitored closely.

EYFS funding has been used recently by the school to ensure the phase is adequately resourced at both bases.

Impact of developing phonics teaching and learning has been successful, evidenced through the year one phonics screening check outcomes in 2017, 2018 and 2019 where 100% of pupils achieved the expected standard. We previously used Jolly Phonics and Letters and Sounds to support our phonics teaching but are in the process of adopting Essential Letters and Sounds to bring our provision in line with recent DfE recommendations. We are working with the Ramsbury English Hub on this area (see right). In 2022, 83% achieved at least the expected standard.

Parent views are always taken into account at these meetings and comments are used to inform next steps for the children.

EYFS staff attend cluster meetings, LA moderation meetings and meetings with feeder preschools and nurseries.