



# Work being completed since the Ofsted Inspection

Leaders since Ofsted: Senior Leaders have reflected on where we are and what we need to do post Ofsted.

All teaching staff were in school over the summer, significantly improving the learning environments ready for the September start.

Working walls and displays are now all aligned using the same font and muted backing paper to reduce visual load.

Early reading continues to be a high priority, with coaching sessions taking place daily in Fox during phonics, before children are split into smaller groups after half term.

Baseline assessments have been completed in Cadbury. White Rose Maths and Read Write Inc phonics are now being taught to our new starters.

The 'Fresh start' intervention has been implemented in Key Stage 2. This is specially aimed at pupils in Year 3 and upwards who are not yet fluent readers.

'Hooked on books' is being followed to support the teaching of reading in Key Stage 2 – pupils and teachers are positive about the texts they have studied so far.

Whole school 'Story book' training is to be held in November's Inset.

Behaviour and attendance continue to be a whole school focus.



# How have we addressed Ofsted's areas for improvement?

*Ofsted next steps: The sequence of learning in some subjects is not planned clearly enough to build knowledge toward ambitious end points. This means teachers cannot provide activities which give pupils secure understanding and skills. The school should ensure that learning is sequenced well in all subjects.*



# Curriculum

- All curriculum maps have been completed with their end points and the skills required to achieve them clearly identified.
- Each unit has been split into parts with lessons being taught through key questions.
- Subject Leads are now at the stage where they can begin to monitor the impact of these changes by talking to children and teaching staff, looking at work in books and observing teaching of different subjects.

Subject Coverage Overview					
Skills/Themes	Christianity Islam	Judaism Buddhism	Sikhism Hinduism		
	Autumn		Spring		Summer
Year R	Fantastic Fairytales		Amazing Animals		Helpful Heroes
Year 1/2	Community Heroes		Shiver and Sizzle		Oh I do like to be beside....
Year 3/4	Raging Rivers and Marvellous Mountains		The Roman Empire		Groovy Greeks
Year 5/6	We'll Meet Again (WWII links with Coolham airfield and Battle of Britain)		Rulers of the Rainforest (Ancient Mayan Civilization and rainforests)		Vikings (Life and Legend)

Key Stage 1 and 2 Coverage:			
Year 1/2 Cycle A	Community Heroes Could the Great Fire of London have been prevented?	Shiver and Sizzle Why did Scott not get to the South Pole first? Did Mandela's actions change the world?	Oh I do like to be beside.... How have seaside holidays changed over the last 100 years?
	<p><b>Great Fire of London</b></p> <p><b>Samuel Pepys</b></p> <p><b>Florence Nightingale</b></p>	<p><b>Captain Scott</b></p> <p><b>Nelson Mandela</b></p>	<p><b>Grace Darling</b></p> <p><b>Seaside Holidays</b></p> <p><b>Victorians</b></p>
	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> <li>- How did the Great Fire of London start?</li> <li>- What lasting impact did it have?</li> <li>- Who was Samuel Pepys?</li> <li>- Why is Pepys' diary important?</li> <li>- How has the fire service changed and developed?</li> <li>- Who was Florence Nightingale?</li> <li>- How did Nightingale change nursing?</li> <li>- What impact did Nightingale have on nursing today?</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Sequence events in chronological order</li> <li>- Find out about people and events in other times</li> <li>- Use a source – why, what, who, how, where to ask questions and find answers?</li> </ul> <p>Key vocabulary: London, River Thames, Samuel Pepys, The Monument, Pudding Lane. Crimean War, Red Cross, hospital</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> <li>- Who is Captain Scott?</li> <li>- What did Scott attempt?</li> <li>- What problems did Scott face on his expedition?</li> <li>- Who is Nelson Mandela?</li> <li>- What did he fight for? Why?</li> <li>- What impact did he and his actions have on South Africa?</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Think about why people did things in the past</li> <li>- Compare pictures or photographs of people or events in the past</li> <li>- To ask and answer questions related to different sources and objects</li> </ul> <p>Key vocabulary: Antarctica, expedition, Terra Nova, South Pole, explorer. Segregation, apartheid, president, human rights, treason, Nobel Peace Prize</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> <li>- Who is Queen Victoria?</li> <li>- How did she rule the British Empire?</li> <li>- When and where did people go on holiday?</li> <li>- Who is Grace Darling?</li> <li>- Why is Grace Darling a significant individual?</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Sequence events in chronological order</li> <li>- Confidently describe similarities and differences between artefacts</li> <li>- Compare pictures or photographs of people or events in the past</li> <li>- Use time lines</li> </ul> <p>Key vocabulary: Queen Victoria, chimney sweep, British Empire, Punch and Judy, bathing machine, pier, promenade.</p>

Duncan Edwards (Local Authority Curriculum adviser) from his visit on 10/9/24: “Once again, your passion and knowledge were clear to see and you have a good sense of where you’re going next. Thank you for your continued hard work and drive...the new(ish) leadership team is clearly fired up and pushing on!”



# Curriculum

All subject time is discussed with Mrs Constable and then work undertaken is shared with staff in the staff meetings.

Monitoring proforma are to be completed termly by subject leads and fed back to staff, with Leaders focusing on one subject per term.

**William Penn - Subject Leader Monitoring XX**

Year Group \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Monitored By \_\_\_\_\_  
 School improvement priorities: \_\_\_\_\_

Key focus:	Evidence/comments/comments/strengths:	Next steps and follow up actions:
<b>Planning scrutiny MTP:</b> <ul style="list-style-type: none"> <li>- Does the planning cover all of the programmes of study?</li> <li>- Do the MTPs match the STPs?</li> <li>- Does the work in books match the plans?</li> <li>- Does the planning demonstrate progression from previous term, year or key stage?</li> <li>- Is there clear progression across the learning journey?</li> <li>- Does the planning build upon previously gained knowledge and skills?</li> <li>- Does the planning move through the learning sequence at a suitable pace?</li> <li>- Is there evidence of planned assessment opportunities?</li> <li>- <b>Are disadvantaged pupils and pupils with SEND included in the planning?</b></li> </ul>		
<b>Planning scrutiny STP</b> <ul style="list-style-type: none"> <li>- Clear objectives</li> <li>- Clear vocabulary</li> <li>- Differentiated work – Does the work take into account support and challenge activities?</li> <li>- Is there evidence of learning outcomes, success criteria and next steps in planning?</li> <li>- Are connections between previous and new learning made?</li> <li>- <b>Have adaptations been made to include the need of SEND pupils and PP children?</b></li> <li>- <b>Is there evidence of scaffolding for SEND pupils?</b></li> <li>- <b>Are SEND and PP pupils named or referenced in plans?</b></li> </ul>		
<b>Book scrutiny Content</b> <ul style="list-style-type: none"> <li>- Is there evidence of sequences of lessons?</li> <li>- Units of learning?</li> <li>- Have children presented their work to a high standard?</li> <li>- Is there a date/LO/Part number - Key question-Parts</li> <li>- Does the work match up with the MTPs and covering the curriculum</li> <li>- Does the work relate to the LO</li> <li>- Is there evidence of clear differentiation, particularly to extend able pupils?</li> <li>- Is the work indicative of an exciting and challenging curriculum?</li> <li>- Where applicable, is there evidence of pupils applying literacy and numeracy skills that are comparable to the quality of their work in English and maths lessons?</li> <li>- Evidence of key vocabulary identified in work?</li> <li>- <b>Has every effort been made to support children with SEND to effectively access the lesson and evidence the lesson in their books?</b></li> </ul>		

**William Penn - Subject Leader Monitoring XX**

Year Group \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Monitored By \_\_\_\_\_  
 School improvement priorities: \_\_\_\_\_

<b>Book scrutiny Progress</b> <ul style="list-style-type: none"> <li>- Do pupils know more/remember more overtime? (Progress)</li> <li>- Does the work show evidence of skills/knowledge progression?</li> <li>- Are children building on prior learning?</li> <li>- Are pupils on track to meet their end of year expectations?</li> <li>- Is feed back/marking follow the school policy?</li> <li>- Are barriers to learning being identified?</li> <li>- Does the work show examples of pupils' self-assessment? (if relevant)</li> <li>- <b>Does pupils with SEND make progress within the lesson or block of lessons?</b></li> <li>- <b>How is this measured?</b></li> </ul>		
<b>Book scrutiny Quality of learning</b> <ul style="list-style-type: none"> <li>- Is the quality of pupils' work consistently high?</li> <li>- Are pupils being challenged?</li> <li>- Does pupils' work show the knowledge and skills needed to meet the lesson objective or learning aim?</li> <li>- <b>Have pupils with SEND had Quality First Teaching in all parts?</b></li> </ul>		
<b>Pupil voice: Key questions</b> <ul style="list-style-type: none"> <li>- Can you find me a piece of work on XXX?</li> <li>- What similarities/differences does this have compared to xxx?</li> <li>- What can you remember from this lesson?</li> <li>- What are you most proud of?</li> <li>- Which lesson did you enjoy the best in this subject?</li> <li>- Do you remember looking at this subject in year (the year before)</li> <li>- Can you link this learning to another subject area?</li> <li>- I notice here you have XXX have you got an example about xxx you can talk about?</li> <li>- <b>Have you spoken to a SEND or PP child about the lesson?</b></li> </ul>		
<b>Learning environment:</b> <ul style="list-style-type: none"> <li>- working walls</li> <li>- vocabulary wall</li> <li>(technical language and subject-specific vocabulary)</li> <li>- <b>What SEND provisions are noticeable in the classroom?</b></li> <li>- <b>What classroom adaptations have you noticed?</b></li> <li>- <b>Can classroom adaptations be improved to support SEND or PP children?</b></li> <li>- <b>Can the SENDCo support with further resources or adaptations?</b></li> </ul>		
Summary of Key Points from monitoring		
Action Points/Points for Discussion		



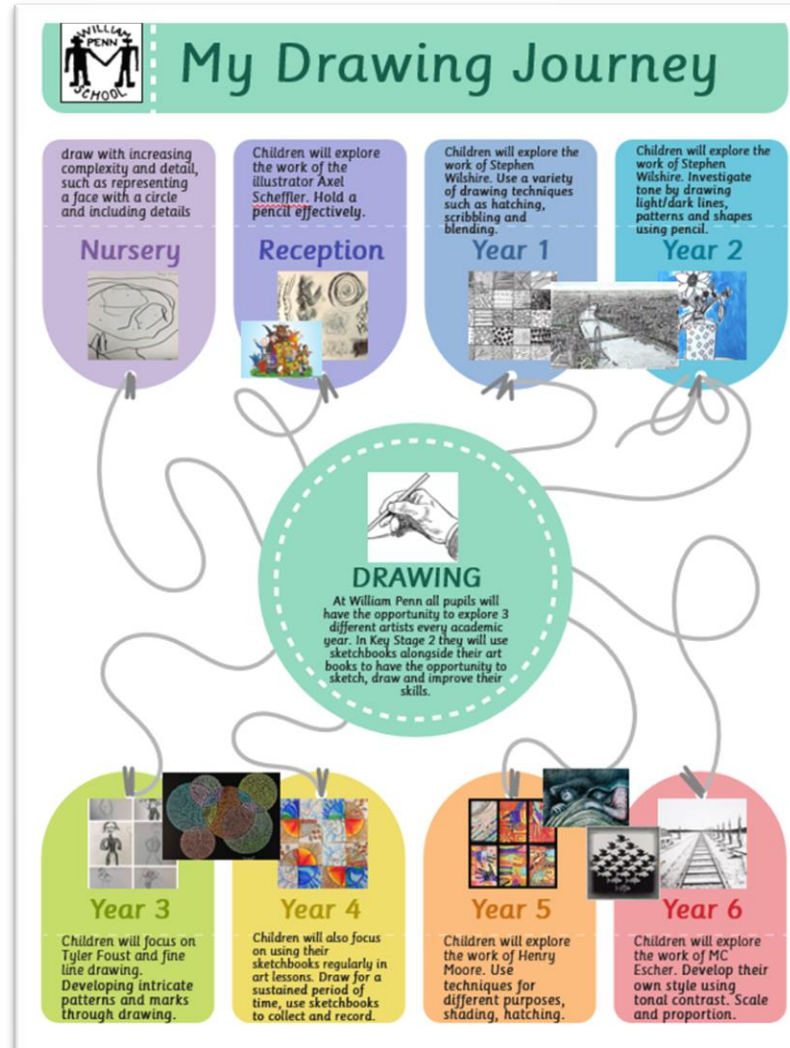
# Curriculum

Duncan Edwards (Local Authority Curriculum Adviser) has been in to oversee the next step – to further identify exactly what is expected for each year group – see below his next steps that The Art Lead has already begun to undertake:

Art – Building on the curriculum documentation already in place, create an overview plotting the long-term learning journey ('my artistic journey') that pupils will experience in art from EYFS through to Year 6. In doing so, helping non-specialist teachers to understand the progressive journey, know what pupils have previously experienced and learnt and be more able to explicitly help pupils make connections with prior learning.

Art – To achieve the above, schedule and complete a series of art staff/professional development meetings to upskill staff with their knowledge of the art curriculum. The long-term learning journeys should be shared at these meetings with specialist art input delivered to help colleagues understand how drawing, painting and sculpture develops over time.

Art – To further build staff confidence and competence in the delivery of the art curriculum, leaders should provide opportunities for non-specialist staff to observe modelled lessons and/or team-teach. With the art leader covering PPA release, leaders should maximise this opportunity and ensure all staff are helping pupils explicitly connect their learning and build on prior learning.





# Curriculum

The English Lead has been booked onto a Quality First Teaching (QFT) course that will then be disseminated in November's staff meetings. This will run alongside their ongoing Walkthru instructional coaching work.

Course description: School leaders increasingly place Quality First Teaching (QFT) as a cornerstone of good practice and a key strategy to raise standards for all children in their schools, particularly those from disadvantaged backgrounds. However, there is not always a shared understanding of what QFT is and what it looks like in the classroom, nor an accurate picture of how effectively it is being implemented across the whole curriculum.

Outcomes from the course:

Know what QFT is and why it is important in their school

Explore what pedagogies lie at the heart of QFT practice

Can audit, monitor and evaluate their current QFT practice

Understand why QFT it is an essential lever to improve outcomes for children

Identify the key principles at the heart of QFT and how they may be implemented

Have the tools to audit, monitor and evaluate QFT in their own setting



# Curriculum

The English Lead has also begun to undertake the work on the curriculum map following his feedback from Duncan Edwards, with monitoring visits planned for next month alongside Mrs Constable, to check that the intended curriculum is being delivered and that pupils can talk about progress in their writing and demonstrate progressive skills and knowledge.



# Curriculum

“English – Whilst the writing curriculum does identify what knowledge and skills pupils should be taught, know and remember, more precision is required. To achieve this, leaders should unpick each strand of the national curriculum programmes of study (and assessment framework) and map them term by term. In doing so, building blocks of knowledge and skills can be layered sequentially in smaller chunks helping pupils reach key milestones across the year towards the end of year endpoints.” Duncan Edwards (Local Authority Adviser).

Key Stage 1 and 2 Coverage:			
Year 1/2 Cycle A	Community Heroes	Shiver and Sizzle	Oh I do like to be beside....
English Core Texts	The Great Fire of London Once Upon A Wild Wood Fantastic First Poems Winter Sleep	The Emperor's Egg Leaf One Day On Our Blue Planet... In The Savannah Elmer	The Storm Whale The Lighthouse Keeper's Lunch The Snail and the Whale
Purpose for Writing	To entertain and reflect: Diary entries Narrative writing Poems	To entertain, discuss and personally communicate: Narrative writing Balanced argument Letters and emails	To entertain, inform and explain: News report script Narrative writing Instructions
Covered over the year:	<p><b>Year 1 Composition</b> Sequences sentences to form short narratives. Re-reads what they have written to check that it makes sense. Says out loud what they are going to write about Composes a sentence orally before writing it. Discusses what they have written with the teacher or other pupils. Reads aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Year 2 Composition</b> Composition Plans or says out loud what they are going to write about. Develops positive attitudes towards, and stamina for, writing, by writing for different purposes. Proof-reads to check for errors in spelling, grammar and punctuation. Incorporates what they want to say, sentence by sentence. Writes down ideas and/or key words, including new vocabulary. Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Reads aloud what they have written with appropriate intonation to make the meaning clear</p>	<p><b>Year 1 Vocab spelling and punctuation</b> Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Understands how words can combine to make sentences. Separates words with spaces. Joins words and clauses using 'and'. Uses capital letters for names and for the personal pronoun 'I'. Shows understanding of regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. Shows understanding of how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boot) Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p><b>Year 2 Vocab spelling and punctuation</b> Vocab spelling and punctuation Correct choice and consistent use of present tense and past tense throughout writing. Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Some use of the suffixes -er, -est in adjectives. Uses suffix -ly to turn adjectives into adverbs. Uses subordination (using when, if, that, because) and co-ordination (using or, and, but). Uses commas to separate items in a list. Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) Shows understanding of formation of nouns, using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman). Shows understanding of formation of adjectives using suffixes such as -ful, -less. Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. Uses apostrophes to mark where letters are missing in spelling. Uses apostrophes to mark singular possession in nouns (e.g. the girl's name).</p>	<p><b>Year 1 Transcription/spelling</b> Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Names the letters of the alphabet in order. Spells words containing each of the 40+ phonemes already taught. 5 spells the days of the week. Spells common exception words. Uses letter names to distinguish between alternative spellings of the same sound. Understands that words are divided into 'beats' or syllables. Uses the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Distinguishes between homophones and near homophones. Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words (eg. helping, helped, helper, eating, quicker, quickest). Uses the prefix un- <b>Year 1 Transcription Handwriting</b> Begins to form lower-case letters in the correct direction, starting and finishing in the right place. Forms capital letters. Forms digits 0-9. Sits correctly at a table, holding a pencil comfortably and correctly. Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practices these. <b>Year 2 Transcription/spelling</b> Transcription/spelling Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learns to spell common exception words. Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Learns to spell more words with contracted forms. Spells by learning the possessive apostrophe (singular). Adds suffixes to spell longer words including -ment, -ness, -ful, -less, -ly. Applies spelling rules and guidance, as listed in English Appendix 1. <b>Year 2 Transcription Handwriting</b> Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Uses spacing between words that reflects the size of the letters. Forms lower-case letters of the correct size relative to one another's. Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p>





# Curriculum

Maths is now following White Rose across the whole school.

There are 2 subject Leads for this subject with Dan Hindhaugh bringing ten years of maths leadership to William Penn. Joint observations with him alongside Mrs Constable are planned for October.

Teachers, TAs and pupils are all enjoying the mixed year group Maths, which comes with clear guidance, interactive and visual slides and year group specific resources from White Rose. There has been an audit of the maths resources and all lessons now include the use of manipulatives.

Year 5 pupil: "I get to challenge myself with the Year 6 work if I have time when I have finished my work."



Year 6 pupil: "It's more straight forward now as the whole class gets to work together. Sometimes the Year 5 pupils help us with the answers."

Year 3: The slides are really interesting and we get to use lots of equipment."





# Behaviour.

*Ofsted next steps: Some pupils are not supported and enabled to sustain their focus on learning well enough in lessons, becoming distracted and sometimes distracting others. This slows the progress that they make through the curriculum. The school should ensure that staff have the skills and support to keep pupils on task.*



# Behaviour

Assemblies – exploring what the Golden Rules look like in practice and why the rules must be adhered to have already been delivered. All Year groups have another Quaker value to work on this half term.

Class charters with agreed behaviour have been drawn up in all classes. There are clear expectations outlined and returned to daily in each of the classes.






Behaviour is a focus for this half term's staff meetings. The policy has been reviewed and discussions around expectations decided upon by staff.

Coaching visits and learning walks are being undertaken by the Mr Phillips, Mrs Constable and Joy to check that behavior policy is being adhered to.



# Behaviour

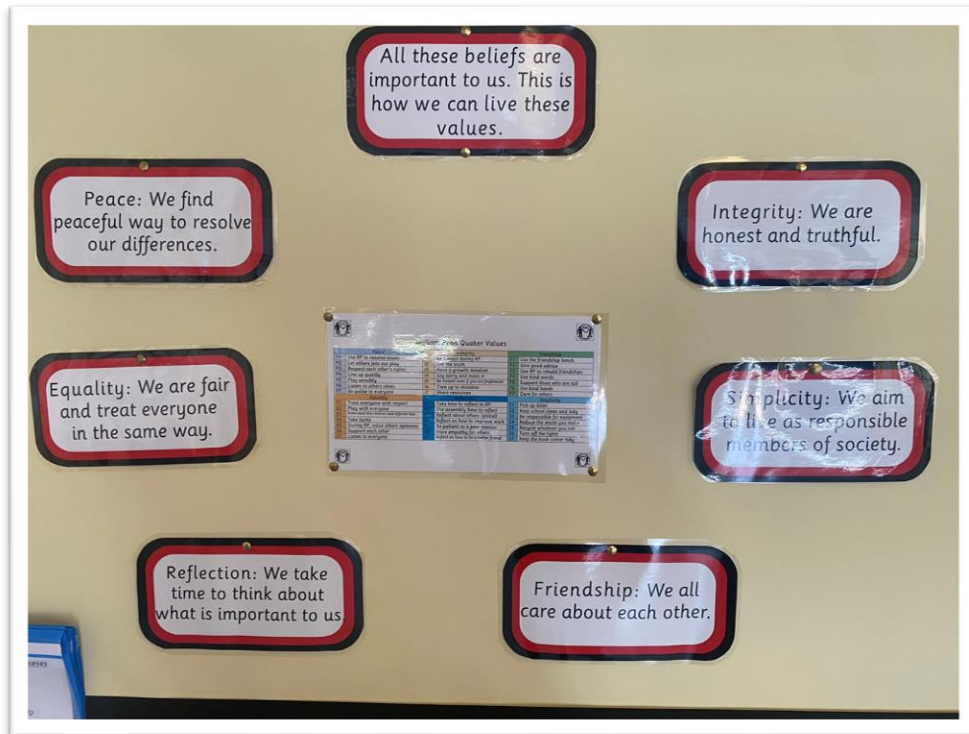
New Pupil Voice Log sheets are being used by children to ensure that Stage 2 incidents are recorded and addressed thoroughly with the class teacher and other Senior Leaders. Stage 3 incidents and above are recorded on CPOMS and parents are informed and invited in to discuss how best to support their child.

Date/Time:	Adult conducting RP:	Golden Rules:
		<ul style="list-style-type: none"><li>- We are kind and helpful</li><li>- We are ready to learn and work hard</li><li>- We look after property</li><li>- We are honest</li><li>- We listen to people</li><li>- We keep ourselves safe</li></ul>
Pupil's name:		
What happened? 		
What were you thinking or feeling? 		
What needs to happen to put things right? 		
What are you going to do differently next time? 		
Actions taken by teacher/ adult comments. 		



# Behaviour

Senior Leaders respond quickly and decisively to ensure all behavior in school is adhering to the Golden rules and our Quaker values.





# SEND

## (Special Education needs and disabilities)

*Ofsted next steps: Teachers do not have comprehensive information in some subjects about pupils' achievement so as to adapt activities to meet their varying needs. This hampers pupils' learning including for pupils with SEND. The school should make sure staff have accurate information about pupils' achievement and needs to adapt subsequent teaching effectively.*



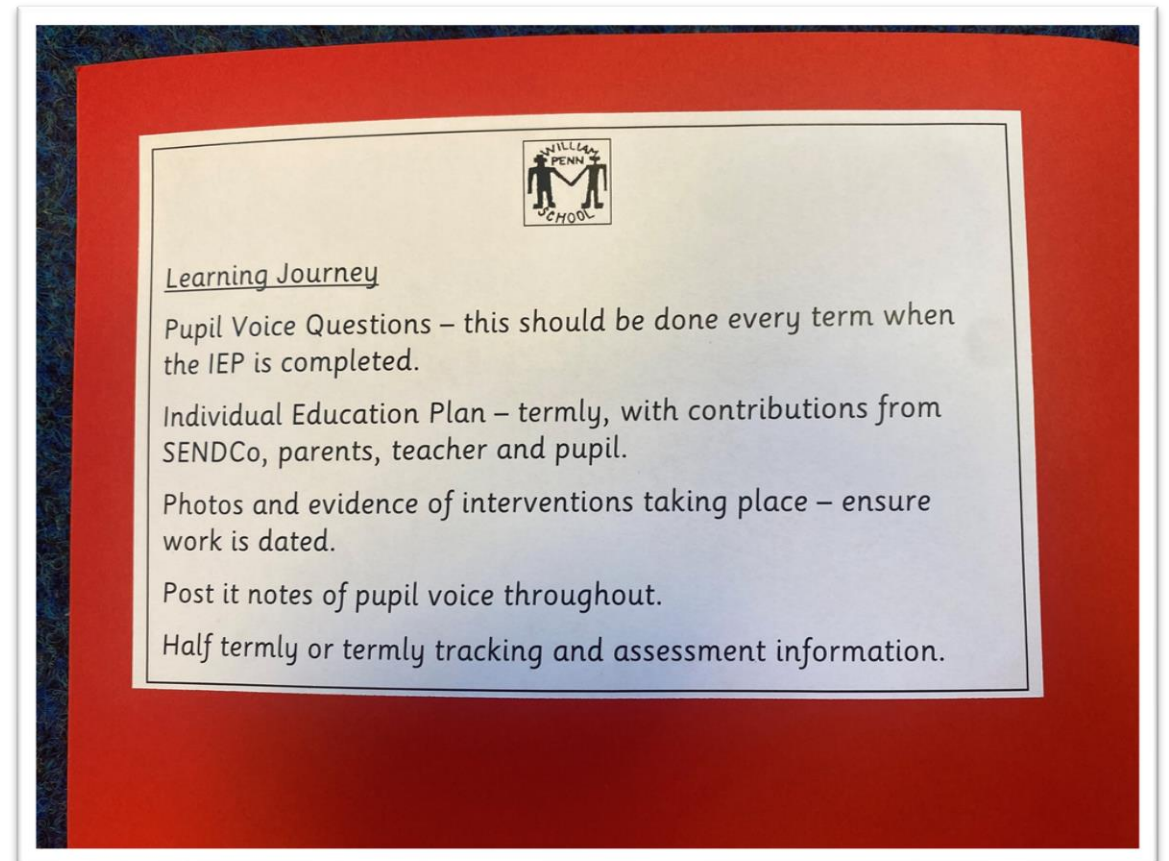
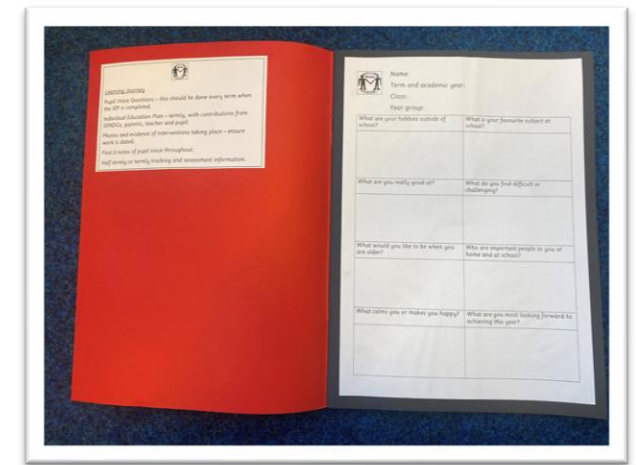
# SEND

Ms Passfield has now been appointed as SENDCo. Training for the NPQSEND begins towards the middle of October. Ms Collins at Slinfold is currently supporting her in her new role; she is Deputy Head and Inclusion Lead. Ms Passfield has been to visit her to discuss the role and seek anonymous advice about the children on our current SEND register. Ms Passfield will continue to use Ms Collins as an informal mentor. Ms Passfield has also received some support from Gemma Humphries, the SEND and Inclusion advisor for West Sussex.



# SEND

Ms Passfield has invited parents in for the first half-termly meetings to discuss their child's needs. These were completed over 2 days to give parents the opportunity to attend. Ms Passfield used these meetings to show parents their child's Learning Journeys and the new format Individual Education Plans (IEP). Ms Passfield has changed these to include the voice and views of the child, parents, teachers, SENDCo and TA. This provides a more holistic approach to the child's education and learning.





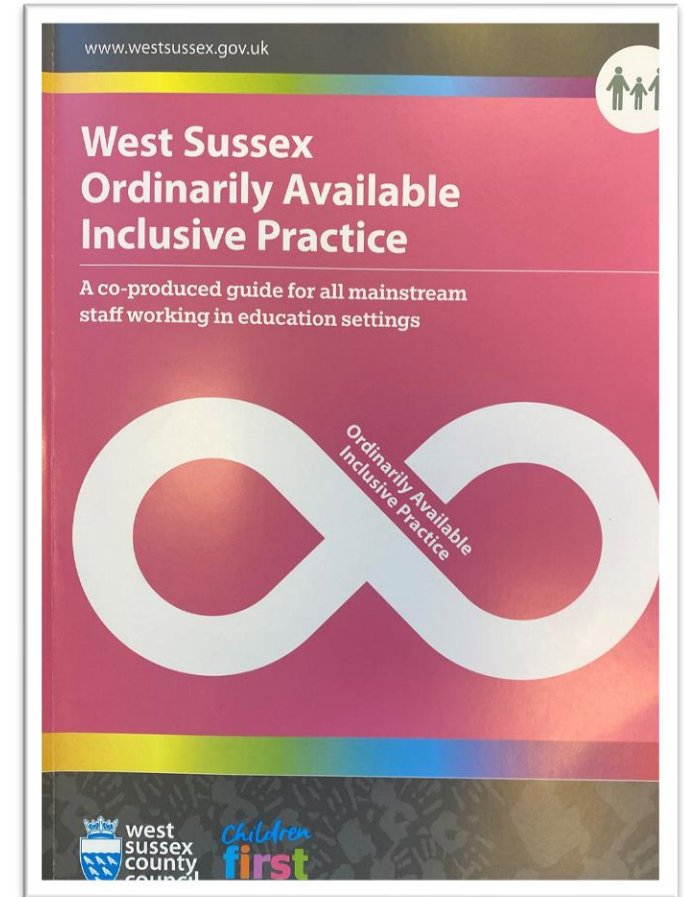


# SEND

Ms Passfield is using staff meeting time once a half term to work with teachers to create and then evaluate the child's IEPs. We will use the Ordinarily Available Inclusive Practice to create the targets and focus on learning targets as well as social, emotional and behavioural targets. This will also be a forum for teachers to share their concerns, ask for advice or resources and discuss any new or emerging SEND needs in their class.

Ms Passfield is in school 4 days a week, Tuesdays and Fridays are allocated SEND time but she is available to support SEND on the other days also.

Ms Passfield has created a SEND action plan, similar to the School Improvement Plan. This is a comprehensive and working document that highlights the areas we need to improve on for SEND in school. Targets and actions have been added after the draft OFSTED report came through in the first week of term.





# SEND

Ms Passfield is spending more time in classrooms observing the children and being a present face for them. Ms Passfield has the ability to closely monitor SEND needs in school.

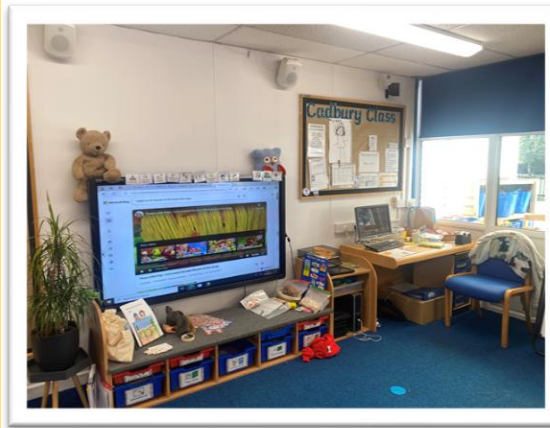
The school environment has been changed to suit the needs of all learners, make it more accessible to all learners. Ms Passfield sought advice from the Autism, Social and Communication Team to explore visual load within classrooms. Children and parents have positively commented on how calm the school feels, how it feels more effective to learning and how it is better adapted to all children's needs. These changes will help children to sustain their focus in class.



# SEND

Before – visual overload

After – calmer learning spaces





# Attendance

*Ofsted next steps: Some pupils are missing out on learning through poor attendance. The school should increase its work with families where attendance is a concern. This should include ensuring parents are clear about the consequences of missed learning.*




# Attendance

Attendance is now a discussion point at staff meetings. We discuss who has missed school and how they will catch up in every staff meeting. Attendance is now everyone's responsibility.

Attendance is now a feature of newsletters, educating parents on the impact that missing learning has on their child's future – both academically and socially. The impact of attendance on wellbeing and academic success is being explained and reiterated each fortnight.

There is more about the importance of attendance on the school website. We have also updated our Absence forms to include the impact of removing your child from school.

 <p><b>William Penn Primary School, Coolham</b> Request for Absence from Learning 2024 – 2025</p> <p>Pupils are only in school for 190 days each year. There are 175 other days for holidays and other activities. 80% attendance represents one day off every week. 90% attendance represents 1 day off every fortnight.</p>						
<p><b>How to use this form:</b></p> <ul style="list-style-type: none"> <li>Use for ALL absences other than sickness</li> <li>Return to the School Office before the date of requested absence</li> <li>Use a separate form for each child and each absence</li> </ul>						
<ul style="list-style-type: none"> <li>Headteachers may not grant absences for holidays in term time – 'any application for leave must be in exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave'</li> <li>If a family choose to take their child/children out of school for a holiday, they will be subject to a Fixed Penalty Notice (FPN). If unauthorised absences reach 10 sessions (1 session is half a day, so 10 = 5 full days) Holidays of any length will not be authorised except in exceptional circumstances.</li> <li>You will receive a FPN of £160 (£80 if paid promptly) per parent with Parental Responsibility, per child, if you take your child out of school for an unauthorised holiday; referrals for a FPN are made to West Sussex County Council for all holidays of 5 days or more.</li> </ul>						
<b>Parent/Guardian to complete this section</b>						
Name of Child:				Class:		
Is this the first request for absence this academic year? Yes / No						
Absence requested from / / to / /						
No of school days absence requested:				Child will return to school on : / /		
Reason for absence:						
Name (please print):				Date:		
<b>School Office to complete this section</b>						
Attendance for 2024/25				Green	More than 95%	Satisfactory
				Amber	85% to 95%	Needs improvement
Attendance code:	Green	Amber	Red	Red	Less than 85%	Unsatisfactory
<b>Headteacher to complete this section</b>						
<ul style="list-style-type: none"> <li>Your request is not approved in line with national legislation and school policy.</li> <li>Your request is approved and the absence as set out above is duly authorised.</li> </ul>						
Headteacher's signature:				Headteacher comments:		
Date:						



# Attendance

	Code	%	AM		PM		Total
			F	M	F	M	
Auth. Abs.	I	1.14	1	3	1	3	8
	E	0.28	0	1	0	1	2
	<b>Total</b>		1	4	1	4	10
Present	/ \	92.76	142	215	119	177	653
	L	1.42	6	4	0	0	10
	<b>Total</b>		148	219	119	177	663
Unauth. Abs.	G	1.42	5	0	5	0	10
	U	0.43	1	2	0	0	3
	O	2.56	0	9	0	9	18
	<b>Total</b>		6	11	5	9	31
<b>Total</b>			155	234	125	190	704

Even closer attention will be paid to children's attendance percentages, with meetings with parents and letters sent home for any children who have dropped below 90% at the October half term. Parents will be listened to carefully so that we can offer support to increase attendance.

Systematic analysis of attendance will take place weekly, looking for patterns at a whole school level as well as by child. This analysis will help target our actions.

Fines will be issued for parents who have 5 days (10 sessions) of unauthorised absence.

Teachers and staff are encouraged to discuss attendance with children who have missed school, ensuring they understand that their absence has consequences. Also identifying what they need to cover to make sure they do not miss out of crucial learning blocks.

# Forest School has started.



Year 6 pupil: "We learnt the basic safety rules and sat around the log circle talking about the exciting things planned for this year."



Children have thoroughly enjoyed the first lesson, which has been all about the Forest School rules to keep ourselves safe, exploring the area, discovering which type of trees we have on site by collecting and analysing the leaves. They have also been making leaf crowns.



Year 3 pupil: "My favourite thing about Forest School is everything! I really enjoyed working together building a den."



Year 5 pupil: "I enjoyed being outside with my friends and helping the trees by removing the ivy from them."