



## GEARIES PRIMARY SCHOOL

Gearies is a warm and welcoming school in the heart of Gants Hill in the borough of Redbridge. We are a large four-form entry school with a Nursery attached. Our school is known for its high achievements, diverse community and inclusivity.

*“We act in the best ways we can to support each child to become the best version of themselves”*

This statement reflects what we hold dear. It is extremely important to us that every child has the chance to achieve their full potential academically, whilst developing a social conscience and caring attitude to the community and world around them.

We aim to give each child a wide range of opportunities and experiences in the classroom and beyond.

**Mrs Dias and Mr Lea. Co—Headteachers.**

*“The school is highly inclusive, with dedicated and committed staff. They ensure pupils succeed and thrive, irrespective of their background or context. Children in the Nursery and Reception get off to a strong start, engaging in high-quality learning. This includes pupils with special educational needs and/or disabilities (SEND) who achieve very well alongside their peers”*

*OFSTED 2024*



# GEARIES PRIMARY

## EARLY YEARS ADMISSIONS PARENT AND CARERS WELCOME PACK

- Our Vision
- A Warm Welcome
- Our Outstanding Early Years Outcomes
- NIPA
- Admission Arrangements
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- Key Team Members and Contact Details
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- School Streets
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# GEARIES PRIMARY SCHOOL

## OUR VISION

**“ WE ACT IN THE BEST WAYS WE CAN; TO SUPPORT EACH CHILD BECOME THE BEST VERSION OF THEMSELVES”**

*We selflessly act in the best interests of our children and families, fostering a culture of community and belonging centred on a complete understanding of our children and our families. We will ensure all children establish a strong sense of self, so that they become responsible, global citizens for the future. We will be a safe haven for our children; with each child becoming the best version of themselves, prepared for an active and positive role in society.*

*This vision encompasses the holistic development of children, equipping them with skills for life, and preparing them for a rapidly changing world. This vision also empowers staff, crucial for fostering a positive school culture. In the 21st century, collaboration is paramount. Visionary Leadership will foster a collaborative environment among teachers, students, parents, and the community. Working together creates a sense of ownership and shared responsibility for the school's success.*

*A clear vision, understood by the schools community, sets the road map to develop the courage, integrity and kindness needed to ensure we act in the interests of our children and their families, through sincere, honest Professional Love.*

*“Pupils flourish at this happy and friendly school. Pupils are supported to become ‘the best version of themselves’. Staff know pupils well and have very high expectations for them. Pupils are rightly proud of their school and all it has to offer. Pupils work hard and achieve highly, including in national assessments. Parents and carers are overwhelmingly positive about the support their children receive.”*

OFSTED 2024



## A WARM WELCOME

### Welcome, and thank you for choosing our school.

It is our view that parents and carers make a crucial difference to children's outcomes. It is vital that our early years team recognises parents' commitment to their children's early development and education and give priority to working with parents.

The most important predictor of children's future outcomes is the quality of the, "Home—School Partnership", so involving parents in their children's learning is the most significant factor in enabling children to do well. The benefits are greatest when school and families work in respectful partnership to develop ways to support children both at home and in the setting. Working together ensures a good understanding of a child's needs, leading to outstanding provision within our setting .

*Pupils flourish at this happy and friendly school. Pupils are supported to become 'the best version of themselves'. Staff know pupils well and have very high expectations for them. Pupils are rightly proud of their school and all it has to offer. Pupils work hard and achieve highly, including in national assessments. Parents and carers are overwhelmingly positive about the support their children receive.*

*The school is highly inclusive, with dedicated and committed staff. They ensure pupils succeed and thrive, irrespective of their background or context. Children in the Nursery and Reception get off to a strong start, engaging in high-quality learning. This includes pupils with special educational needs and/or disabilities (SEND) who achieve very well alongside their peers*

*The school has designed a curriculum that meets the needs of its pupils very well. From the early years, leaders have thought carefully about what they want pupils to know and remember. The curriculum is constructed so pupils build up a body of important knowledge as they move through the school.*

*Throughout the school, staff are experts in the delivery of the curriculum. The needs of pupils with SEND are identified accurately and swiftly. Learning is carefully matched and adapted to cater for the needs of all pupils.*

*From the beginning of Nursery onwards, there is a sharp focus on developing children's communication and language. Expert staff provide a language-rich environment that supports children to learn new vocabulary and express their needs with confidence. From the start of the Reception Year, staff deliver the school's chosen phonics programme with expertise. Pupils gain confidence as they read books that contain the sounds they know.*

*Staff make regular checks on pupils' reading. This helps pupils to become confident and fluent readers. Any pupils who fall behind benefit from effective support to catch up quickly. Older pupils describe the genre, plot and characters they have discovered in books they have read recently. Staff run a group to support parents so they know how to support their child to read. Staff help pupils to develop a mature understanding of relationships and feelings.*

*Pupils learn how to understand and regulate their own emotions. They receive a strong start in the early years.*

OFSTED 2024

# TEACHING AND LEARNING: OUTSTANDING OUTCOMES

## 4.1. Early Years Foundation Stage (EYFS)

### 2025 Headline Measures

#### Headline Measures 2024-25

Cohort - 120	School	Redbridge	National
% Good level of development	77.5	72.9 +4.6	68.4 +9.1
% Achieving expected standard across all early learning goals	77.5	71.4 +6.1	67.0 +10.5
Average Early Learning Goals at the expected level per child	14.6	14.2 +0.4	14.1 +0.5
Inequality gap	34.4	37.9 -3.5	n/a

## Key Stage 2

Gearies Primary School

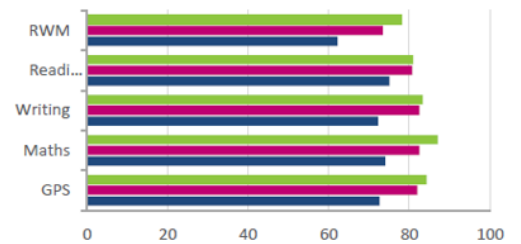


### 2025 Headline Measures

#### Key Stage 2 Performance Summary 2025

Cohort - 116	School	Redbridge	National
<b>Achieving the Expected Standard</b>			
Reading, Writing TA, Maths	78.1	73.4 +4.7	62.2 +15.9
Reading	80.9	80.7 +0.2	75.1 +5.8
Writing TA	83.3	82.5 +0.8	72.2 +11.1
Maths	87.0	82.5 +4.5	74.1 +12.9
Grammar Punctuation and Spelling	84.3	82.0 +2.3	72.6 +11.7

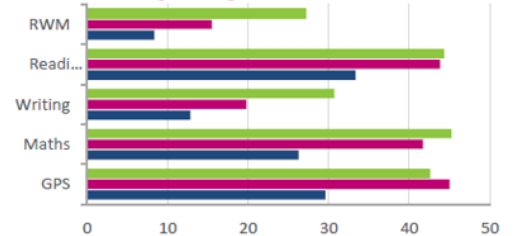
#### Achieving the Expected Standard



#### Achieving the High Standard/Greater Depth

Reading, Writing TA, Maths	27.2	15.5 +11.7	8.4 +18.8
Reading	44.3	43.8 +0.5	33.3 +11.0
Writing TA	30.7	19.8 +10.9	12.8 +17.9
Maths	45.2	41.7 +3.5	26.3 +18.9
Grammar Punctuation and Spelling	42.6	45.0 -2.4	29.5 +13.1

#### Achieving the High Standard



#### Average Scaled Scores

Reading	107.2	107.4 -0.2	105.6 +1.6
Grammar Punctuation and Spelling	108.8	108.6 +0.2	105.4 +3.4
Maths	109.0	107.8 +1.2	104.7 +4.3

#### Average Scaled Scores



## NURSERY INCLUSION PROJECT FOR ALL (NIPA)

### Nursery Inclusion Project for All – NIPA

As the UK emerged from the COVID-19 pandemic 'Build Back Better' the Marmot Review, 2020, has become an important mantra. The levels of social, environmental and economic inequality in society are damaging health and wellbeing. NIPA advocates the need for principles of fairness and the need to do things differently that animated the concrete recommendations we set out in the, "Marmot Review 10 Years On" report, published just before the pandemic hit with such devastating intensity. Inequalities in mortality from COVID-19 and rising health inequalities as a result of social and economic impacts, have made such action even more important. This recognition is supported by work conducted by (amongst others) The Institute of Education, University of London, University of Oxford, University of Nottingham, The World Bank, The World Health Organisation and The Education Endowment Foundation. Our Nursery Inclusion Project for All focuses "doing things differently" in an attempt to address social and economic inequalities, their effects on mental and physical health, and their likely effects on health and education inequalities in the future.

### Our work is driven by our collective values and culture:

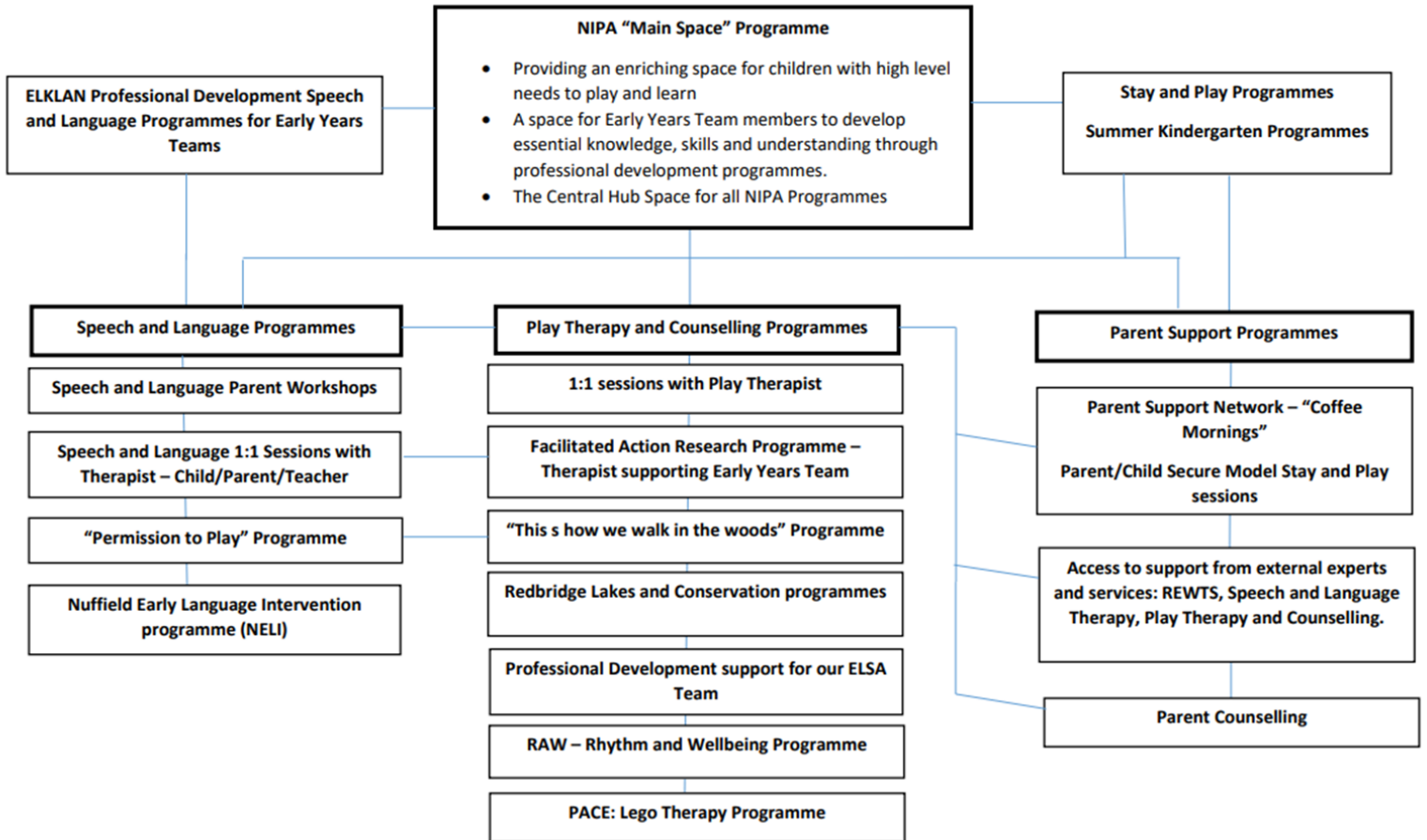
**"An Education Provision centred on the concept of Professional Love"** - We develop the courage, integrity and kindness needed to ensure we act in the interests of our children and their families, through sincere, honest Professional Love. NIPA looks to challenge a worrying, emerging narrative. This narrative focuses on the "disadvantage" and learning deficit of our most vulnerable children and families compared to others. This narrative does not acknowledge the many wonderful abilities, skills and contributions our vulnerable families bring into our vibrant community. Nor does it focus on the fact that this learning deficit is a result of inaccessible services that a family should, by rights, be entitled to. The narrative focuses on the child, the family's poverty and lack of English as significant factors for learning deficit, not a school's or communities focus on better meeting their needs. Rather than focus on this damaging narrative, we will focus our work on the narrative of capacity building. We will dedicate ourselves to the following challenge, bringing together our community, families and professionals, to build an Early Years provision dedicated to both continuously improving access to high quality education and health care.

**"Justice as Fairness"** - To provide sustainable support for vulnerable children and families through the co-production of community-based health and care work. We aim to become a "Supportive Partner" to The North East London NHS ICB and The Redbridge MHLDA Transformation Group. We aim to increase children and young people's access to NHS-funded community mental health services through the co-production of community-based health and care which promotes equality for all; to build evidence of sustainable, scalable solutions to mitigate and prevent inequalities impacting on the health and wellbeing of communities; to sufficiently reach the target groups of children and parents; to identify gaps in current provision and design projects to address these gaps; to work with communities that face health inequalities so that all children experience the highest quality of services focussed on Education and Care, which have enduring effects on the health and life chances outcomes for both the children and their families.

**"Greatness of Soul"** - We should have the capacity to build evidence of sustainable, scalable solutions to mitigate and prevent inequalities impacting on the health and wellbeing of communities, we should take on this great honour, being neither vain, nor small souled, (overwhelmed.)

Research from a range of literature evidences that these forms of early intervention, undertaken within this early year's space, have the greatest levels of impact, accelerating children's language development by up to 7 months, with impacts lasting to the age of 7 years. (EEF) The World Bank's research further evidences that interventions developed in this early year's space are further proven the most valuable in terms of costs and resulting impacts. It is our intention to build a sustainable capacity to meet the needs of our community. The impacts and outcomes of our work will be reported to and scrutinised by an officially established Governing Body Review Committee, The North East London NHS ICB and The Redbridge MHLDA Transformation Group.

Nursery Inclusion Project For All – NIPA. Programmes of Work



Primary Summative Progress Analysis Report run on: 05/02/2026 11:42:51

2 Periods | Year 1 | 1A, 1B, 1C, 1D - Not Leaver | (114 Pupils)

Expected progress or higher in all subjects  
**93.7% (104)**

	No Assessment	Below Progress	Expected Progress	Above Expected Progress
Reading	2.6% (3)		43.2% (48)	56.8% (63)
Writing	2.6% (3)	2.7% (3)	56.8% (63)	40.5% (45)
Mathematics	2.6% (3)	3.6% (4)	58.6% (65)	37.8% (42)

## ADMISSION ARRANGEMENTS

Admission arrangements for your children start with our unique projects: “Stay and Play,” and “Our Family Network”

These projects allow us to invite families new to our school community to join our Early Years team for a play based family session. These projects provide an early, initial moment to build trusting relationships. The attachment and resilience-based focus of these projects promotes relationships and interactions within the school that build children’s trust, reduce their anxiety and enhance their capacity for finding exciting and joy in education and learning.

The Nuffield Trust’s – “Evidence for Better Health Care” report illustrates a need for better care provision – we have taken the view that our admissions programme must provide valuable support, carefully considering how better to support young adults, young parents. Our Family Network project is designed to provide a range of ways you can build a supportive network for your family in our school community. The work of MIND evidences how talking to other new parents can be very reassuring. Our network gives you a chance to share skills and experiences, realise that you are not alone and get some emotional and practical support. It can help parents feel more confident as a new parent, in a new school.

### “STAY AND PLAY SESSIONS AND OUR PARENT NETWORK”

Through our, “Stay and Play” Programme we invite families new to our school community to join our Early Years team for nursery style sessions hosted in our main NIPA space.

In these sessions, families can meet some members of our team and discuss their children’s development while the children can play. The focus here is early identification of any concerns or barriers to positive child development, both in terms of physical, social, emotional and cognitive needs of the child and socio- economic needs of the family. The hypothesis being that this work provides an early, initial moment for the team to build trusting relationships with new families, which in turn will lead to the creation of a sustainable Family Network.

We have taken the view that our NIPA Stay and Play provision and Family Networks provide valuable support if we carefully consider how better to support parents. The work of MIND evidences how talking to other new parents, and finding that they may share the same anxieties and frustrations can be very reassuring. A network also gives parents a chance to share skills and experiences, realise that they are not alone and get some emotional and practical support. It can help parents feel more confident, especially as a new parent.

Both the Stay and Play sessions and Parent Network sessions were designed using The Secure Model (University East Anglia) The attachment and resilience-based framework of the model promotes relationships and interactions within the school that build children and families’ trust, reduce their anxiety and enhance their capacity for finding satisfaction in education and learning. The model is particularly valuable for supporting staff in working with vulnerable children and families.

- We measured the impacts of this work on identified children’s progress across two key periods: summer 2023/24 to spring term two 24/25
- The hypothesis being—if we effectively support our parents development in these two key mechanisms, they will be better placed to support their children’s development.
- Prior to engaging in our Stay and Play Programme, expected progress in these areas was 11.3%
- As a result of this programme, progress across all three key measurable areas was 88.7%

## STAY AND PLAY SESSIONS AND OUR PARENT NETWORK: MEASURED IMPACTS

	Below Progress	Expected Progress	Above Expected Progress
Self-Regulation		11.3% (6)	88.7% (47)
Managing Self		11.3% (6)	88.7% (47)
Building Relationships		11.3% (6)	88.7% (47)

### KEY DATES

#### Nursery Children

- Wednesday 15th April 9.30 to 10.30
- Wednesday 22nd April 9.30 to 10.30
- Wednesday 29th April 9.30 to 10.30
- Wednesday 6th May 9.30 to 10.30
- Wednesday 13th May 9.30 to 10.30
- Wednesday 20th May 9.30 to 10.30
- Wednesday 3rd June 9.30 to 10.30

#### Reception Children

#### Reception Children

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| Wednesday 15th April 1.30 to 2.30 | Wednesday 10th June 9.30 to 10.30 |
| Wednesday 22nd April 1.30 to 2.30 | Wednesday 17th June 9.30 to 10.30 |
| Wednesday 29th April 1.30 to 2.30 | Wednesday 24th June 9.30 to 10.30 |
| Wednesday 6th May 1.30 to 2.30    | Wednesday 1st July 9.30 to 10.30  |
| Wednesday 13th May 1.30 to 2.30   | Wednesday 8th July 9.30 to 10.30  |
| Wednesday 20th May 1.30 to 2.30   |                                   |
| Wednesday 3rd June 1.30 to 2.30   |                                   |

## KEY TEAM MEMBERS AND CONTACT DETAILS

Should you need any support during this admissions process these are the key staff members to contact:

**School Number : 0208 5501803**

- Mrs Sonegra, Admissions Manager – please contact for new admission enquiries
- Mrs Heys, Office Manager – please contact for general enquiries
- Mrs S Jarrett: Parent Adviser
- Mrs N Haider: Pupil Adviser
- Miss C O'Reilly: Early Years Phase Leader
- Mrs F Suleiman: Nursery Team Leader
- Miss L Smith: Early Years Special Educational Needs Manager
  
- Co-Headteachers: Mrs A Dias and Mr D Lea
- Assistant Headteachers: Miss Fan (Assessment) and Mr R Khan (Inclusion)
- Designated Safeguarding Lead: Mrs A Dias
- Special Educational Needs Co-ordinator (SENCO) : Mr R Khan
- Chairman of the Board of Governors : Dr A Ainley

**E-mail:** [admin@geariesprimaryschool.co.uk](mailto:admin@geariesprimaryschool.co.uk)

**School Website:** <https://www.geariesprimaryschool.co.uk/>

**School Blog:** <https://geariesprimaryschool.blogspot.com/>

**Enquiries about admissions to the school and completing admissions forms are best made between:**

**Monday to Thursday 9.30am - 3.00pm .**

# SCHOOL DATES



## GEARIES PRIMARY SCHOOL HOLIDAY DATES 2026 / 2027



SEPTEMBER 2026						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2026						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2026						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2026						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2027						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2027						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2027						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2027						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2027						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2027						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2027						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**INSET DAYS:**  
 Weds 2nd Sept 2026  
 Thurs 3rd Sept 2026  
 Fri 4th Sept 2026  
 To be confirmed  
 Thurs 22nd July 2027

- Bank Holidays
- School Holidays
- INSET Days

Students should attend for 190 days (380 sessions). Full attendance is vital for your child's educational progress, there is an overwhelming connection between those students who are frequently absent that go on to underachieve in examinations. Leave will not be granted in term time for any reason, the only exception being one day to attend a funeral in this country. Absence requests must be made to the Headteacher by submitting an absence form which is available from the school office.

Schools which close for elections are required to extend the summer term or coincide it with an INSET Day. Therefore the INSET days specified above are subject to change. Any change in INSET day will be notified to you via the school blog with plenty of advance notice for you to prepare for this.



## ATTENDANCE AND ABSENCE

### Why attendance is so important

#### Socialisation

When children and young people spend time in social settings away from their primary care-givers, they build their social network and skills. This allows their sense of self and identity to grow and to be tested out in lots of different scenarios. School provides us with one of those opportunities for safe exploration. In school, pupils get a sense of who they are, and how that identity sits alongside everyone else. It helps them to develop a sense of sympathy and empathy, and to become both independent and interdependent.

#### Resilience

Attending school helps pupils to become resilient. Everyone experiences days where they feel like they don't want to do something, but having to overcome those initial feelings builds the resilience to continue trying. A school environment also builds resilience because answers aren't always quickly available like they may be at home. Schools help our children and young people to learn to stick at something for a little bit longer. Resilience is also developed through the ups and downs of relationships with peers.

#### Physical and emotional safety

Unfortunately, not every young person has an idyllic home life. School provides the ability for adults to check in on their safety. It's also a place where the pupils can feel safe and connected, where they can share their problems with their peers and feel emotionally supported.

### Family Holidays

You can demonstrate your commitment to your child's education by not taking holidays during term time. Any child who is absent from school will miss out on important learning and will fall behind in their school work.

In each academic year there are only 190 statutory school days - this allows for plenty of time for holidays to be arranged outside of term time across the remaining 175 days.

**Holidays taken during term time will be categorised as an unauthorised absence and may result in a fine, in some cases you could lose your child's place in our school.**

**Our school attendance target is 96.5% for every child.**

If your child is unable to attend school you must contact our office team that morning: [admin@geariesprimaryschool.co.uk](mailto:admin@geariesprimaryschool.co.uk)



**The times of  
the prohibition are:**

- Morning: 8.00am – 9.15am
- Afternoon: 2.30m – 4.00pm

## SCHOOL STREETS PROGRAMME

Redbridge local authority has introduced a clean air zone, known as School Streets, around the school as part of their plans to deliver a healthier, safer, greener and cleaner Redbridge.

**Redbridge School Streets aim to:**

- Reduce air pollution around our schools, making the air children breathe cleaner;
- Protect children from the dangers of traffic at the school gate, preventing accidents and keeping children safe;
- Encourage families to walk and cycle to school, improving health and fitness.
- Redbridge School Streets prevent non-residential vehicle traffic from outside the zone from entering School Street zones and travelling past schools during school start and finish times, during term time only.
- Residents and business located within the zone are entitled to a free vehicle exemption allowing them to enter the area during restricted times.

**More information can be found here:**

<https://www.redbridge.gov.uk/roads-and-pavements/redbridge-school-streets/>

The School Streets prohibition means that during term time, vehicular traffic (motorcycles, cars, vans, and lorries) will be prohibited from entering the following roads:

- Waremead Road – between the entrance to Redbridge Institute and the junction with Gants Hill Crescent.
- Gants Hill Crescent – between the junction with Shere Road and the exit from Redbridge Institute.
- Sunnymede Drive – between the junction with Kenwood Gardens and the junction with Gants Hill Crescent.

**These roads have been chosen for one or more of the following reasons:**

- The entrances/exits to the school are located on the roads.
- To enable all driving to take place in a forward gear for road safety reasons.
- To avoid creating a cul-de-sac where parents will park, idle and manoeuvre whilst children are passing by on their way to and from school.



## SCHOOL MEALS INFORMATION

Our School meals are provided by Pabulum, a specialist catering provider for the education sector.

Pabulum's menus match the seasons, with fresh ingredients in every meal. All year round, we encourage children to try new dishes and learn more about fresh, healthy food.

*"We recognise the crucial role we play in shaping young people's development with healthy school meals and nutritionally balanced dishes that bring fresh, locally sourced ingredients to the table. At the same time, we encourage them to take an interest in food and make informed choices, by providing varied and well thought-out menus, and an excellent dining room experience."*

*Pabulum*

You can download the schools "What happens at Lunch Time resources from our website:

[Gearies Primary School - What Happens at Lunchtimes?](#)

## FREE SCHOOL MEALS INFORMATION

Your child might be eligible for Free School Meals if you access:

- Income Support
- Income-based Jobseeker's Allowance or Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on
- Universal Credit, provided you have an annual net earned income not exceeding £7,400 (£616.67 per month)
- Children may also get FSM if they receive any of these benefits directly instead of through a parent. See the GOV.UK website for more information.

### **How do I register?**

You only need to register once at the school.

To register, please talk to a member of our team ( see page 10)



## UNIFORM SUPPLIERS

- <https://www.mapac.com/education/landing>
- <https://myclothing.com/> - enter name of the school in the search area
- Unistat Uniform Supplier, 141 High Street, Barkingside, IG62AJ ( 02085502119)
- Pre Loved Uniform: <https://uniformerly.co.uk/>
- Book bags and PE bags can be brought from the school office



## BEHAVIOUR AND RELATIONSHIPS

The aims and approaches of our Behaviour and Relationships policy have been influenced by the works of Paul Dix and Iram Siraj Blatchford. When approaching and creating this policy, we have worked as a whole staff and have gathered input from governors and pupils to ensure that we develop an approach that the whole community can engage with and can implement with conviction.

Throughout our aims are to support the key statement in our Whole School Vision:

*“We act in the best ways we can, to support each child to become the best version of themselves.”*

This policy aims to:

- To ensure that a consistent, yet equitable approach is used to manage behaviour effectively
- To ensure that our approach is clear to staff, adults and the wider community
- To ensure that the approach taken encompasses our school vision by acting in the best ways
- That we can, to support our children to be the best version of themselves

### **How will this be achieved?**

- We implement a visible, practical and consistent approach across the whole school when dealing with behaviour
- We ensure that our approach is equitable
- We outline clear expectations and consequences of behaviour
- We approach behaviour management with visual kindness and professional love and care
- We ensure that clear boundaries in place that are communicated and reinforced calmly
- We ensure that children feel safe and happy within school and know where to get help if this is not the case
- We show deliberate ‘botheredness’ is employed – children feel bothered about and staff bother about how their actions impact upon the children
- Staff recognise that there is a time and a place, a child and a context to apply each of the suggested strategies – i.e. that they apply the most appropriate strategy for the situation and children that they are dealing with.



# Gearies Primary School Behaviour Blueprint



At Gearies Primary School we expect our pupils to aspire to the following values and attitudes:

**TRUTHFULNESS - KINDNESS - MOTIVATION - COURAGE - OPTIMISM - RESILIENCE**



Our rules are that we should:

**Be Ready (to learn)**

**Be Respectful (to all)**



**Be Safe**



Relentless Routines:

**Wonderful Walking - Legendary Lining-Up - Heroic Hands-Up - Terrific Transitions**

## Micro Script (30 second intervention)

- I have noticed that you are...  
(having trouble getting started, wandering around etc) right now.
- At Gearies we...  
(refer to the 3 school rules – ready, respectful, safe)
- Because of that, you need to ...  
(refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- See me for 2 minutes after class/during break
- Do you remember yesterday/last week when you...  
(refer to previous positive behaviour)
- That is who I need to see today...
- Thank you for listening ... then give the child some 'take up' time.

## Behaviour Management Steps

1. Redirection (Non-verbal clues)
2. Reminder (3 rules privately)
3. Caution (outlining behaviour and consequences)
4. Last chance (30 second intervention)
5. Time out (cool off elsewhere, 5 minutes maximum)
6. Repair (restorative conversation)

## We recognise over and above behaviour with:

Positive praise, dojo points, celebration certificates, praise cards, class recognition boards

## Restorative Conversation

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

(underlined questions are for younger children.

KS2 children should go through all of the questions)

## Call and Response Routines

- a) Hands on top – that means stop.
- b) 1,2,3 – eyes on me.

## Red Card Behaviours:

Physical violence, swearing, racism, homophobia or bullying in any form will result in an immediate step 5, will be recorded on CPOMS and will result in a conversation with parents.

## OUR EARLY YEARS STATEMENT

### **Our Early Years Provision has been designed with the following aims:**

- To ensure our provision meets the needs of our children and our community
- To ensure our provision is responsive to our children's needs and driven by the professional learning and development of our practitioners, teachers and leaders.

### **Meeting the needs of our children and our community**

Families in our community face one of the highest levels of enforced evictions in the UK; whilst also living in a London borough with one of the lowest levels of affordable housing being built. Whilst our community is broadly affluent, some families in our community further face one of the UK's largest Levels of income inequality.

Pupils from minority ethnic groups make up nearly the whole of our community. The majority of these pupils are from Indian, Pakistani, Sri Lankan, Bangladeshi and other Asian heritages, Romanian and Bulgarian. 90% of children speak English as an Additional Language, compared to 66% in The London Borough of Redbridge, where the school is located, 29.7% across the Greater London region and 15.7% nationally. 40.2% of the families within the Gearies Primary School community were born abroad. In 2019, 94 new families, 204 children arrived from abroad, this represented an average increase, 5 years ago this figure was only 5 families.

Our provision has been designed in response to our sensitive analysis of our children's and community's needs; Core Areas of Holistic Child Development and Core Areas of Skills and Knowledge Growth have been researched and designed to ensure we support our children's personal development within these unique circumstances. It is an ambitious curriculum, focussed on ensuring every child's needs are effectively met so that they can progress in their learning and development; we have a responsibility to design an Early Years curriculum that meets the needs of the particular children and families we are working with.



## Our Curriculum

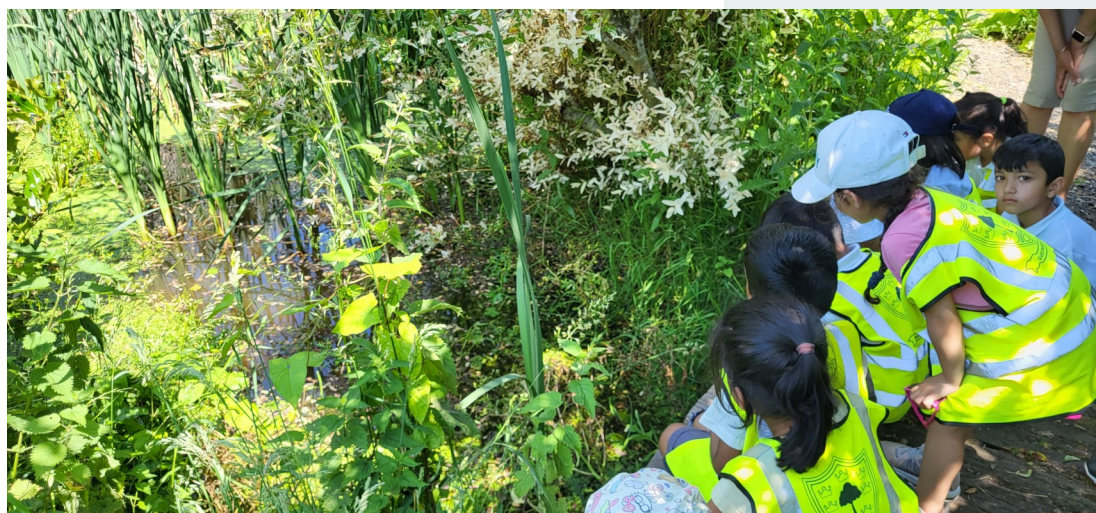
***“A curriculum that is responsive to our children’s needs and driven by the professional learning and development of our Practitioners, Teachers and Leaders.”***

Our Curriculum puts more emphasis on the links between curriculum and pedagogy. The 1990 Rumbold Report (p. 10) on early education proposed that ‘curriculum planning is not a once-and-for-all operation: it is a continuous cycle involving planning, observing, recording, assessing and returning to planning in the light of the intermediate stages’.

There is a concern that our Practitioners, Teachers and Leaders may become over depend on “Development Matters” to guide their planning for children’s learning because there is so little else for them to draw on. The conclusions of Siraj et al. (2017, p. 5) about the Early Years workforce in Australia were carefully reflected: ‘many current early years educators may not be familiar with key content knowledge, child development theory or the kind of high-quality interactions that children require for their learning... a skilled workforce is needed to deliver a high-quality curriculum in a way that involves pedagogical approaches which are sensitive, engaging and include challenging interactions with children’. We aim to develop our thinking about the curriculum in the Early Years by providing support through professional development. We have aimed to usefully shift the emphasis in our early education provision towards this approach to curriculum design, considering how young children learn, along with the particular strengths and needs of the children in our local communities, and the maintaining of a focus on ambitious goals for every child.

### Our curriculum is rooted in values; driven by evidence

- Our curriculum includes many and varied opportunities for adults and children to talk and communicate learning; a curriculum which is real, concrete, relevant; focussed on play, focussed on developing child self-esteem and self-identity.
- The learning the children engage in through the practitioners delivery of this curriculum must be stimulated by curiosity, imagination and wonder; choice, uninterrupted time to explore and engage, a balance between movement and rest.
- The curriculum needs to be enjoyable, aspirational, motivational, social, focussed on mastery, full of purposeful play.
- Our curriculum must challenge perceptions that younger children are not ready to understand bigger notions. It must provide opportunities for our children to think and reason, developing the metacognitive and executive functioning skills and experiences they have yet to encounter.
- Our curriculum needs to provide for moments of “Caring”, ascertaining when a child needs more care- reinforcing, scaffolding, supporting, or nurturing. It also needs to provide moments of, “Daring” when our children are ready to acquire new skills, new learning, tackle something interdependently, independently; the promotion of risk taking, raising of motivation, and energy for exploration and challenge.



**Our curriculum aspires to have an inclusive range of outcomes and definitions of success. The EYFS (Educational Programmes DFE) provides a framework, externally prescribed but internally contested. To meet the needs of our children we need to focus on these core skills:**

- The curriculum should deepen understanding of our principles and core skills as opposed to a superficial coverage of external frameworks.
- The curriculum must provide ambitious goals for each child
- The inclusive nature of the curriculum should ensure practitioners can provide a high quality experience for all children while further focussing on those struggling, so we can help them overcome barriers to their learning.
- The curriculum should be delivered through a continuous cycle: Planning, observation, recording, assessment, returning to planning in light of these immediate stages.

**Our curriculum is responsive to our children's needs, practical, reflective and driven by professional learning and development. Those delivering it must be able to describe, explain and justify it.**

- Our curriculum delivery must create a culture which ensures children thrive in a climate of possibility
- The delivery of this curriculum should widen the experiences of children and practitioners alike. Broadening both children and adult horizons by building on their interests.

### Teaching and Learning

**From extensive reviews of literature and research these principles have been identified as fundamental to the effective delivery of our curriculum:**

- Our curriculum will run alongside EYFS guidance, the changes made in our curriculum to that of the EYFS have been designed to ensure our provision is right for our children, as demonstrated by the research evidence on what promotes children's wellbeing and how young children learn and develop.
- The holistic nature of learning and development should continue to be emphasised. Care must be taken that delivery of our curriculum is not skewed towards particular, "Areas of Learning" at the expense of others. The evidence clearly shows the inter-related processes of learning and development for all Areas of Learning at this stage.
- Provision should continue to promote the importance of a balanced teaching approach which incorporates play-based and relational pedagogic approaches alongside more structured learning and teaching
- The impact of learning outdoors is well-evidenced, and it must continue to be a recognised right for all children in our provision.
- Our provision should emphasise the importance of all children experiencing more opportunities for play, language consolidation and extension and opportunities to develop their wider learning dispositions and capacities.
- Targeted intervention programmes can play a role in the teaching of Communication and Language in Reception classes alongside enriched play experiences.
- Professional learning is a part of curriculum delivery

### Guidance on Pedagogical Approaches

Four pedagogic approaches have been shown by research to be particularly effective in supporting young children's development and enabling the achievement of a young child's potential: Play-based; Hybrid; Relational and Sustained and Shared Thinking. These pedagogies inform and underpin our Teaching and Learning approaches.

#### Play-based Pedagogies

A play-based pedagogy supports young children's cognitive development by tuning into children's individual interests, drawing out their emerging capacities, and responding to their sense of inquiry and exploration of the world around them. Through their play children are using their curiosity, exploratory drive and imagination, developing social and cognitive skills, including language skills, social skills, self-help skills and fine and gross motor skills.

A play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children's learning and inquiry through interactions that aim to stretch their thinking to higher levels. Play-based learning appeals to children's natural curiosity and desire to engage in experiences based on their interests, strengths and developing skills as they make sense of their world around them.

## Hybrid Pedagogies

A hybrid pedagogy is a combination of two or more pedagogies. Importantly, evidence further indicates that certain pedagogical practices appear to be more effective than others in improving attainment for less advantaged children. The most effective pedagogy combines both 'teaching' and providing freely chosen, yet potentially instructive play activities.

The opportunity for children to self-manage, to take initiative and self-direct their learning has been shown to be a key factor and the extent to which adults extended child-initiated interactions is also important. Intellectual challenge should include interventions from adults to extend the child's thinking.

Freely chosen play activities often provided the best opportunities for adults to extend the child's thinking. Evidence suggests that extending child-initiated play, coupled with the provision of teacher-initiated group work, are the most effective vehicles for learning. Children's cognitive outcomes appear to be directly related to the quantity and quality of the teacher/adult planned and initiated focused group work.

A 'balanced' or 'hybrid' teaching approach, blending adult instruction with play-based, child-led, relational approaches, and incorporating adult scaffolded learning objectives, effectively supports mathematical, literacy and communication and language development, offering a 'blend' between direct teaching and free play in early years classes.

Teaching and learning is most effective when we view academic and social development as equally important but maintained within a strong educational focus; with a good balance of practitioner-initiated and freely chosen play activities; with adults that extended children's learning opportunities and provided on-going formative feedback; encouraging 'Sustained shared thinking.'

## Relational Pedagogies

Relational pedagogy emphasises inter-human, personal encounters and relationships in the classroom where the focus is on the quality of interactions between children and their teachers, developing classroom communities that promote academic, social, and emotional growth.

Relational Pedagogies are underpinned by four key dimensions of good quality pedagogy for all children:

- Stable relationships and interactions with sensitive and responsive adults.
- A focus on play-based activities and routines which allow children to take the lead in their own learning.
- Support for communication and language
- Opportunities to move and be physically active.



## Sustained and Shared Thinking

### Definition of sustained shared thinking:

*‘Sustained shared thinking’ occurs when two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend the understanding. It was more likely to occur when children were interacting 1:1 with an adult or with a single peer partner and during focussed group work.”*

(EPPE) Project (2004)

Sustained shared thinking is fundamental to how practitioners approach children’s learning and development. Sustained shared thinking is best described as those times when you are totally absorbed with a child, in conversation or in an activity with a genuine interest on both parts to find out more. Sustained shared thinking can happen anytime, anywhere and only requires time and interest on the part of the participants. It can be one to one or in a small group, especially when there is shared group interest. The important aspect is the ‘meeting of minds’ and subsequent learning that occurs on both sides.

Practitioners need to be aware of the connection and they the child/ren are fully engaged in the activity or conversation. These occasions present important opportunities for the practitioner to see a child’s world through their eyes. They will reveal much about the child including their level of cognitive development, schemas and self-esteem. The child may also be learning things such as social interaction, a technique, how to think creatively, cause and effect and factual information.

The Effective Provision of Pre-School Education (EPPE) Project (2004) clearly identified that the ‘most effective settings encourage sustained shared thinking’ and that it is a ‘necessary pre-requisite for the most effective settings’. The EPPE Project concluded: ‘In addition to sustained shared thinking, staff engaged in open-ended questioning in the settings where children made the most progress and provided formative feedback to children during activities. Adult ‘modelling’ skills or appropriate behaviour was often combined with sustained periods of shared thinking; open-ended questioning and modelling were also associated with better cognitive achievement.”



## The importance of evaluating and assessing the implementation and impact of our curriculum.

**“Finding out whether we are improving, not proving we are.”**

Understanding the impact of our curriculum design and delivery on children’s performances or academic or behavioural competences involves more than looking at comparative data (Early Learning Goal percentages, Average Total Points Scores, Good Level of Development percentages). It is more than comparing one set of children’s scores to those of others. It is important that we know and understand what underlies the children’s performances, what has influenced the outcomes, it is important that leaders, teachers, practitioners and parents understand the constructs underlying such evaluation of impact so that they can continue to make informed and appropriate decisions about the children, the curriculum, our provision.

Before outlining guidance on the evaluation and assessment of our curriculum design and provision, it is important to note that as a school we are responsible for ensuring our innovation remains linked to the Early Years Foundation Stage (EYFS) statutory framework.

The EYFS profile is not intended to be used for ongoing assessment or for entry-level assessment for early years settings or reception classes. The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5. The EYFS statutory framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

These Early Learning Goals are built into our curriculum, and will be edited in accordance with outcomes of 2018-2019 review, and other statutory changes which follow. It is important to note that this curriculum is to a certain extent a working document, responsive to implications drawn from: the continuous professional development engaged in by the school; informative developments reviewed from research, literature; Government guidance, and statutory demands.

### Evaluation and Assessment

High-quality assessment and evaluation practice must enable us to understand the learning, or the barriers to learning, of every child. Our practices are underpinned by clear values, centred on a belief in every child’s potential to learn.

Evaluation and assessment activity must be built into both the daily work of all Early Years team members, with protected time dedicated to a clear focus on children’s learning and success, and the teams engagement in a continuous professional development programme.

The assessment and evaluation process is one of gathering information to make decisions about a child. This is a systematic process, multi-disciplinary and based on everyday tasks and experiences within the educational setting. Our evaluation and assessment practices will of course adhere to DFE expectations, however, this guidance aims to support our school’s leaders, teachers and practitioners to avoid confusing process and impact evaluation with external accountability. Monitoring and evaluation is about high- quality implementation, quality assurance and finding out whether our strategies, pedagogical approaches and intended improvements to our practice improves children outcomes, not proving that they do. When conducting evaluations and assessments it will be essential to establish first a clear rationale to the reasons for evaluating the aspects chosen. Evaluation and assessment processes will be systematic. Time spent on diagnosis will be managed to ensure it is balanced against the time to be spent on improvement.

**At the heart of this process, we want to know:**

- How are we doing?
- How do we know?

## How are we doing? How do we know?

These questions focus on the achievements of our provision in relation to its key purpose and the impact of our school on children, parents and the community. To judge our success in relation to these two questions and to plan for improvements, we need to consider the key factors which influence them. That is why it is essential that assessment and evaluation is centred on the child, but, also accompanied by a transparent, rigorous assessment and evaluation of our performance as adults delivering the provision. Therefore, we need to consider the first two questions in the light of other questions:

- How good is the quality of education provided through the curriculum or the learning and teaching?
- This approach enables us as professionals to reflect on practice within our own classes, and within the EYFS and school as a whole, and to consider the deep inter-relationships between aspects of our work and our successes and achievements.

**It is essential that we look at aspects of the quality of education we provide and ask the following questions:**

- What outcomes have we achieved?
- How well do we meet the needs of our community?
- How good is the education we provide?
- What is our capacity for improvement?
- Is the curriculum appropriate for their needs?

This kind of focused approach will enable our team to concentrate on areas of priority rather than routinely covering all aspects of our work in turn.

### **Professional Development: Reflection as a community of professionals**

Self-evaluation is a reflective professional process through which we will get to know ourselves, as professionals well and identify the way forward, which is best for our children. It should promote well-considered innovation. Self-evaluation is a forward-looking process. It is about change and improvement, whether gradual or major. It should result in clear benefits for children.

All staff need to continuously reflect on the quality of their work. As professionals, and as members of the staff team which is accountable for the overall quality of education, we are accountable for the quality of our work and for the achievements of the children we teach and engage with. Members of staff engaging with children's learning should take pride in their own work and reflect on it in relation to their individual responsibilities.

Self-evaluation also involves groups of staff reflecting on their work together. This should be developed through the following ways:

- commenting on each other's work;
- discussing plans for learning experiences and children's progress;
- working together to promote high-quality play experiences;
- engaging in cooperative teaching and discussion; and
- looking at each other's practice to experience different approaches.

Peer evaluation is a very important professional activity. It is well established in our early years team. The process of collegiate self-evaluation, by leaders, teachers and practitioners works best when all have a shared understanding of what is meant by, 'quality'. This curriculum has been collectively created, by a working party representing all stakeholders in our school community. This guidance serves as a clarifying of our values and principles and an agreement on how these values and principles will be put into action to influence the work of the team, school, the curriculum, the learning environment, the ethos of the school and the way that everyone is included.

We have a strong sense of purpose to achieve our aims. Our co-constructed curriculum and the practice carried out by our reflective professionals, forms the basis of the collegiate culture which underpins the leadership of our curriculum at all levels: in the classroom; the outdoor spaces; within working groups and development teams.

As noted, our guidance to evaluation is about high- quality implementation, quality assurance and finding out whether our strategies, pedagogical approaches and intended improvements to our practice improves children’s outcomes, not proving that they do. Taking part in continuous reflection, assessment and evaluation of our practice and provision is what we mean by being a member of a, ‘community of learners’.

### **Effective Transition from Reception to Year 1.**

As a school we ensure that teachers devote sufficient time each day to the direct teaching of reading, writing and mathematics, including frequent opportunities for children to practise and consolidate their skills, but, believe that an effective curriculum for Reception, Year 1 and beyond is one which is underpinned by, “Responsible Pedagogy”:

*“Responsible pedagogy enables each child to demonstrate learning in the fullest sense. It depends on the use of assessment information to plan relevant and motivating learning experiences for each child. Effective assessment can only take place when children have the opportunity to demonstrate their understanding, learning and development in a range of contexts.”*  
(Early Years Foundation Stage Profile Handbook, 2014)

### **Our Transition process was built to adhere to these clear principles:**

- **When we think of effective practice and transition, we must start with the child.**

*“We speak of starting with a child, “where he is” which in one sense is not to assert an educational desideratum but an inescapable fact; there is no other place the child can start from. There are only other places the educator can start from”*  
(Bissex, GNYS AT WRK, 980 p. 111)

- **An effective pedagogy is an “affective” pedagogy (Rogers. S, 2017)**

*“Developmentally, there is very little difference between a Reception child and a Year 1 child. All of the development literature that concerns children of this age says that the key changes in children’s development come around the end of year 2 when children approach the age of 7. Nowhere in the literature does it say that suddenly, at the age of 6 children prefer to learn by listening to their teacher. Nowhere does it say that children learn best when they are sitting on a carpet. Nowhere does it say that children no longer need play and no longer like to learn out of doors. In fact, the literature is unequivocal in saying that children’s learning needs at the age of 6 are pretty much the same as at age 5, so as teachers we need to be asking whether current practices and opportunities in Year 1 classrooms reflect the active and interactive children we see learning in the Foundation Stage.”*

(Fisher, J, 2010)

- **If high standards in progress and attainment for all children are to be protected, then the children’s learning journeys from The Foundation Stage must continue into Year 1.**

*“We need to truly “continue the learning journey” from the Foundation Stage to Year 1. This does not mean that children’s learning will stand still or that standards will decline... But what the child development literature informs us is that how children learn should not be different in a Key Stage 1 class than it is in a Reception class; that what is deemed to be, “developmentally appropriate” practice in the Foundation Stage remains every bit as developmentally appropriate in Key Stage 1.”*

(Fisher, J, 2010)

- **Each adult in our school must support all children by following this guidance to ensure a consistency of approach, collaboratively supporting our children during this time of transition to make sense of they can make sense of the changes and challenges they will face.**

*“At school as well as at home, the most effective talking and learning will take place when adult and child engage together collaboratively in the negotiation of meaning.”*

(Wells, G, 1988)

## PARENTAL CONSENT ARRANGEMENTS

In a UK primary school, most data processing is carried out under a school's legal obligations or public task (under UK GDPR), meaning parental consent is not always the lawful basis. Considerable time and care are invested in planning educational visits and enrichment opportunities to ensure they are safe, purposeful, and enriching. The support of families in adhering to school policies — including those relating to uniform, jewellery, attendance, and absence procedures — is essential in maintaining a productive home-school partnership. Working together in this way helps to keep children safe and ensures they can access and engage fully in all aspects of school life.

There are specific circumstances — particularly around enrichment activities — where explicit parental consent is required.

We are requesting you give your parental consent for the following areas :

- Use of Images and Video; Photographs or videos are used beyond internal educational purposes; The school website;
- Online Platforms for Clubs & Enrichment, such as Video conferencing used for extracurricular activities; External music tuition providers, Virtual workshops run by outside organisations
- Local trips and Residential Visits, especially activities out side of usual school hours involving higher risk (e.g., water sports, climbing) - For routine local visits during school hours, we operate an opt-out model under public task
- Where medical treatment may be needed
- Emergency contact details are collected
- Special category data (e.g., medical needs, dietary requirements, SEND information) is processed
- Collection of Financial Information,: Payment systems involve third-party data processors, instalment plans or bursary applications which require financial information
- Special Category Data (Higher Protection) Explicit parental consent may be required if enrichment activities which involve collecting: Medical information for residential trips,

In addition, in order to ensure families receive all entitlements available to them, the school may use a parent or carer's National Insurance number to check eligibility for Free School Meals and associated funding. This information is used solely for eligibility verification purposes and is processed securely and confidentially in accordance with data protection legislation. Checking eligibility may also enable the school to access additional funding that directly supports your child's education.

We take our safeguarding responsibilities extremely seriously. Great care and dedication are given to the protection of pupils' personal data and images. All images are used appropriately, securely stored, and published only in accordance with our statutory duties and data protection obligations.

Full details of our policies — including Educational Visits, Safeguarding, Data Protection, Online Safety, Attendance, Behaviour, Uniform and Jewellery, and Home-School Partnership — are available on the school website or can be requested from the school office at any time.

Our approach enables us to plan effectively, reduce unnecessary administrative burden, and ensure that pupils are able to participate fully in educational opportunities, while always respecting parental choice. If you wish at any future point to withdraw consent for any of the areas outlined above, please email the administration team at: [admin@geariesprimaryschool.co.uk](mailto:admin@geariesprimaryschool.co.uk) Please clearly state your child's name, class, and the specific consent you wish to withdraw. We will confirm receipt of your request in writing.

Thank you for your continued support and cooperation.

I have read and understand the above information and give my parental consent:

Signed: \_\_\_\_\_



## Parental partnership forms an essential part of our Early Years provision.

Our provision recognises the importance of parents as the children’s first educators. Our provision recognises that momentum for learning comes from the growth of the child as a person, both in school and at home. Our curriculum must bridge gaps between life at home and the wider world and we must have a provision that will support a shared instilling of virtues that will lead to critical thinking.

Our community are an integral part of our Early Years experiences. All staff strive to develop responsive and reciprocal relationships with families to create a partnership which aims to empower the child. Through positive parental partnerships we aim to create a family learning environment, home and school learning being interconnected.

Through our Family Network Programmes, parents have a chance to share skills and experiences, realise that they are not alone and get some emotional and practical support. This work is consistently evaluated through discussions with participating parents here is a summary of impacts, how this work is effective in meeting the needs of the children and families:

- **Building a support network:** Connecting with other parents in similar situations through support groups, helped combat isolation and provided a space for shared experiences.
- **Celebrating small victories:** Focusing on and celebrating incremental progress, no matter how small, helped to shift the family's focus from frustration to proactive support and acceptance.
- **Early, effective professional help:** Access to timely and integrated speech and language therapy, along with specialized and adapted mental health services, proved vital in improving outcomes for both the child and the family.
- **Positive reframing:** Parents have found joy by accepting their child's unique journey, focusing on their child's strengths, and appreciating the small moments of progress rather than adhering to rigid expectations

*“The school promotes pupils’ character development exceptionally well. Pupils respect each other’s choices and embrace the diverse community of the school... ..For example, pupils have been involved in projects to support families new to the country who speak English as an additional language. The school provides a variety of wider opportunities that develop children’s resilience, confidence and independence ... they know their pupils and families well and are responsive to any concerns.”*

OFSTED 2024

