

### Full reopening of Academies – Monitoring Report

*This document is to be used to provide a summary of the impact of the full reopening of our academies, which will be report to Governors and Trustees. It will help us identify areas where we need to focus our resources and ensure we are doing everything we can to help our pupils. The Principal is responsible for its completion and regular updating, we are looking for brief notes when completing and if you just update a section please date it. The DCEO will be responsible for monitoring UAH and UALS, and the CEO will monitor HPA, HBA and GHA. The monitoring officer will make comments every 2/3 weeks initially and I expect this specific monitoring process to last until Christmas, but that will be subject to discussion at SLT meetings.*

Name of Academy Gosberton House Academy

Area of Focus	Principal's comments
1.1 Does the academy have a full reopening strategy?	The academy is fully re-opened. Classes are working in Team Bubbles; staff are in Bubbles -own staffrooms; all movement is via external routes; food delivered to classroom doors; no contact with other teams etc. We have purchased a Fogger which is in use at least weekly and more frequently in the event of suspected illness. Full Risk/Benefit assessment in place and under regular review. <i>Oct 23<sup>rd</sup> no additional action</i>
1.2 Has updated safeguarding training taken place?	Safeguarding update training was completed by all staff in early September and shared with Governors via GVO. The academy Safeguarding Policy has been updated and awaits LGC approval on Sept 30 <sup>th</sup> . <i>Oct 23<sup>rd</sup> LGB approval confirmed</i>
1.3 Has training taken place on the risk assessment and protocol in case of potential or actual Covid cases?	All staff received in depth training before the pupils returned. Staff are updated in real-time as new guidance/ best practice protocols become available. Post Incident Reviews are carried out for all suspected cases [ non-confirmed to date] and shared with staff. All updates are shared with families. GHA is following DfE/LCC/ LET guidance. <i>Oct 23<sup>rd</sup> one confirmed staff case; bubble closed on Health Protection Lincolnshire advice; no further cases; bubble returned [ staff member still unwell]</i>
1.4 Have the measures set out in our guidance been fully implemented?	All identified measures are now fully operational. No expressions of concern from staff, families, pupils, external organisations to date. <i>Oct 23<sup>rd</sup> following LCC and DFE guidance</i>

1.5 Do we have information for parent/carers related to full opening on our website?	Information is easily accessible on our website and Tapestry. Tapestry is our primary communication tool. It enables our families to share their experiences and concerns within a mutually supportive, real-time forum. Example comments from parents <i>"This is so lovely to see a school doing so much to help keep us all safe",</i> <i>'Love that statement about our kids being unique and celebrated.'</i> 💗 <i>Oct 23<sup>rd</sup> regular updates uploaded. Parents exceptionally supportive over the 'bubble' closure.</i>
1 CEO Comments	Louise you and your team have done a first-class job in preparing for full reopening and you parents and carers have greatly appreciated the caring and supportive manner in which you have sought to accommodate all your children's needs. <i>You are continuing to make good progress, however it is a good idea to be reminding staff of the procedure and rules on a regular basis.</i> <i>As soon as new information is released by DFE, LCC, Unions and other professional bodies it is shared and discussed with staff.</i> <i>Actions needed are agreed, ratified and published to staff [ and families as appropriate]</i>
2.1 Do we have any staff absent due to Covid or Covid related health issues? Summarise reasons.	No staff absences <i>Oct 23<sup>rd</sup> One staff absence for 4 weeks. We are anticipating her return after the half-term break.</i>
2.2 Do we have any pupils absent due to Covid or Covid related health issues? Summarise reasons.	Four pupils currently self- isolated Three on medical advice for physical needs One parental decision due to family vulnerabilities All have access to bespoke home learning packages School is in weekly contact-usually more frequently Case workers are aware <i>Oct 23<sup>rd</sup> one pupil to return p/t after the half term [ on medical advice]</i>
2.3 Is pupil attendance in line with this period historically, if not what is different and how are we addressing it?	At the beginning of term attendance was in-line with previous years and above those of similar schools national and regionally. We have experienced a reduction in families taking holidays – Sept tends to be a more 'autism-friendly' time of year for holidays. During late September we have experienced an increase in health related non-attendance. This is precautionary and usually caused by colds [attendance figures remain in-line with or above colleague schools.] <i>Oct 23<sup>rd</sup> attendance fluctuates but remains in line with or above similar schools and above national averages</i>
2.4 Do we have any staff absent because of quarantine issues?	None <i>Oct 23<sup>rd</sup> None</i>
2.5 Do we have any pupils absent because of quarantine issues?	None <i>Oct 23<sup>rd</sup> None</i>
2.6 Pupils not returning because of parent/carers feeling it is unsafe/or other	None <i>Oct 23<sup>rd</sup> None</i>

reasons. Has normal failure to attend been implemented?	
2 CEO Comments	<p>This is very positive let us hope we can maintain the good attendance of staff and children.</p> <p><i>I am pleased to see this very positive position being maintained. I am aware of the member of staff who has been on long term leave post Covid and I hope she soon feels well enough to return be it on a part time basis.</i></p>
3.1 LA Home/School transport: is it working and are there any key problems?	<p>LCC provided transport is working well within their operational confines i.e. no social distancing</p> <p>We have access to all LCC guidance issued to transport providers and can therefore monitor provision.</p> <p><i>Oct 23<sup>rd</sup> no additional concerns; partnership working remains highly effective.</i></p>
3.2 Academy provided transport arrangements: do we have any and if yes how is it working?	N/A
3.3 Any other transport issues.	<p>The 'marriage' of parental and LCC provided transport seems to be working well. We have a pre-covid established one-way system, which parents have now adopted. We have also extended our arrival/ departure times to accommodate significantly more vehicle movement and the requirement for social distancing.</p> <p><i>Oct 23<sup>rd</sup> no additional actions nor concerns. No expressions of concern received from families, staff nor transport providers.</i></p>
3. CEO Comments	<p>This was a major worry prior to full re-opening but credit to everyone it is now working well. <i>This continues to work well.</i></p>
4.1 How are we addressing the assessment of the gaps in learning of individuals and specific groups?	<p>We are addressing this through baseline assessments for all new pupils [14/35 in EYFS/KS One]</p> <p>For all other pupils, we are completing a rolling programme of individualised and small group assessments, which will identify lost learning, gaps in learning and ability to apply pre-existing known skills with flexibility.</p> <p>We have designed an individual 'catch-up' programmes using Teacch methodology - this is shared with families.</p> <p>Home learning was very successful during lock-down. We are continuing to support families with this.</p> <p><i>What is TEACCH? Treatment and Education of Autistic and related Communications Handicapped Children (TEACCH) is a 'whole-of-life' intervention. The approach looks at the skills and strengths children already have, and it aims to build on these to promote development.</i></p> <p><i>Oct 23<sup>rd</sup> All IEPs have been reviewed and updated. Our annual rolling programme of EHCP reviews are underway; timings remain compliant with statutory guidance.</i></p> <p><i>On-line bespoke individual and family learning and support continues. Parental engagement is high and feedback is very positive. Virtual parenting programmes are fully booked into the new year.</i></p>

<p>4.2 What specific support is being provided for pupils who will be undertaking national tests or examinations this academic year?</p>	<p>Bespoke curricular support for those pupils who are able to access national tests. We will continue to monitor external provision and access as appropriate to individual needs.</p> <p><i>Over the summer we heard from a pupil who joined GHA as a year 3 [ excluded from primary school] At the end of year 6 , he moved to a local secondary school. He is now attending Spalding Grammar School having achieved 6/7/8 grades in all of his GCSEs.</i> <i>Oct 23<sup>rd</sup> ongoing, bespoke support; no expressions of concern</i></p>
<p>4.3 How has transition taken place (eg. EYFS, Y7, Y12) and has there been any specific issues?</p>	<p>EYFS- all youngsters and families had opportunities to social distance visit during the summer term- after other children had left. Home/School communication systems were set up early so that 'new' families could liaise with staff, each other and as part of our whole school community. Social stories, photos, bespoke videos etc were sent home. Website 'virtual tour' updated. Year 7 transitions supported by their receiving schools- virtual meetings, tours. Most of our year 7 cohort have not yet started their secondary school at the time of writing this report. Those who have started are reported to have settled well. <i>Oct 23<sup>rd</sup> 'New' to school parents / carers questionnaire evidences very high levels of satisfaction.</i> <i>We are in contact with our Yr7 receiving schools</i></p>
<p>4.4 What strategies are we adopting to help pupils re-engage with learning?</p>	<p>Having gauged the needs of our community we have adopted the Well-Being Circle, Emotional Cup and Trauma Informed Practice approaches. These [and more highly personalised approaches ] were introduced to all staff during lockdown [also to some pupils], revisited in early September and now fully operational throughout the school. Impact -happy, secure children, very positive parental feedback, high attendance levels, high engagement levels; no significant behavioural incidents. All individual risk assessments have been reviewed and updated-identified personalised support strategies in operation across the academy. <i>Oct 23<sup>rd</sup> Parent, children and staff report that children are happy, secure, settled and enjoying the routine and camaraderie.</i></p>
<p>4.5 How have pupils settled back in to school work? What are the key challenges that we have to address?</p>	<p>Pupils appear to have settled very well. Key challenges:- Long term maintenance of health, well-being and emotional resilience for all Maintenance of robust covid prevention protocols Maintenance of high quality home/school communication and engagement in home learning activities Design of individual 'catch-up' programmes <i>Oct 23<sup>rd</sup> as above</i></p>
<p>4.6 Is the Academy maintaining its broad, balanced curriculum or is it</p>	<p>GHA is continuing to ensure that all pupils have full access to a full broad and balanced curriculum within their 'bubble'</p>

narrowing the curriculum to help catch up?	<i>Oct 23<sup>rd</sup> as above. Staff are very creative in providing a rich diet of differentiated learning experiences which are accessible and meaningful to all.</i>
4.7 Have we developed plans for use of catch-up funding? Are we earmarking additional funding for the catch up - this includes redeployment of any staff?	<p>Catch-up funding will be combined with Pupil Premium funding to establish an enhanced single integrated programme. This will include the following support set out in our published guidance. Namely-</p> <p>Physiological needs- sleep, self-help skills, nutritious food  Safety and security-health, routine, family, stability  Psychological needs- friendship, family, intimacy, esteem, confidence</p> <p>To reduce the attainment gap between the school's 'disadvantaged' pupils[ as identified in the widest socio-economic/ emotional terms] and others</p> <p>To raise the in-school attainment of both 'disadvantaged' pupils and their peers</p> <p>Methodology</p> <ul style="list-style-type: none"> <li>• Create a positive school atmosphere in which pupils' voices are heard and acted upon, differences are recognised and individuals are valued as full members of the school community as we support our youngsters to become confident and independent learners.</li> <li>• SPELL- structured, positive, empathetic, low arousal, linked learning</li> <li>• Early intervention and support</li> <li>• Kinesthetic and visual mediation</li> <li>• In addition to and different from approaches</li> <li>• Over-learning, small step, precision teach, Lietner</li> <li>• Effective parental, pupil, school support.</li> <li>• Skills transference and generalisation – flexibility of thought and action</li> </ul> <p><i>nb this will be subject to review as more guidance becomes available</i></p> <p><i>Oct 23<sup>rd</sup> Feedback from staff, pupils, families and data analysis evidences that by prioritising physiological and psychological needs our children have been able to re-engage [or continue] in their cognitive learning with minimum disruption.</i></p>
4.8 Is the academy engaging with the National Tutoring programme?	<p>Not currently, we will continue to look to see what is available for our pupils.</p> <p><i>Oct 23<sup>rd</sup> no additional action to date</i></p>
4.9 Are we still providing learning materials for use at home and will these and /or arrangements for remote learning be adequate if the academy has to close for a short period because of an outbreak of Covid?	<p>We continue to support our 'learning beyond the classroom' ethos. In the event of a 'bubble' or school closure, access to learning will continue via Tapestry[ postal for those who prefer.]</p> <p><i>Oct 23<sup>rd</sup> no additional action needed to date</i></p>

4. CEO Comments	GHA has provided an excellent set of support for children returning to school and we know from parents how much they have felt supported throughout. The signs are currently very promising and staff are to be congratulated on the comprehensive nature of the support from personal contact to emotional and physical support to learning support through a range of media. Well Done. <i>I am pleased you are sustaining this level of support and in some cases improving it. Maintaining the personal contact with families remains critical.</i>
5.1 How are pupils settling back into school life and are their specific issues that are emerging?	Pupils appear to have settled back very well. They are enjoying the routine and structure. Parents report that their children are happy but tired! <i>Oct 23<sup>rd</sup> our children remain excited and highly engaged. Pupil voice is very positive.</i>
5.2 Are their specific health and well-being issues emerging and how are we managing these?	 <p>We are operating within the Circle of Wellbeing approach with additional bespoke support as needed. One pupil is struggling with idea of 'germs. We are support the individual and family to manage this anxiety. <i>Oct 23<sup>rd</sup> our children remain excited and highly engaged. Pupil voice is very positive.</i></p>
5.3 Have local external services been responsive to you needs?	We feel very well supported by colleagues and other professional services. <i>Oct 23<sup>rd</sup> our children remain excited and highly engaged. Pupil voice is very positive.</i>
5.4 Have we adjusted our behaviour policies and procedures for full re-opening; and is this short term?	We have re-visited our Behavioural Policy but did not make any adjustments during lock-down. Our current policy is robust enough to accommodate any necessary action as the result of 'living with Covid.' <i>Oct 23<sup>rd</sup> our children remain excited and highly engaged. Pupil voice is very positive.</i>
5.5 Have we adjusted our SEND provision as part of our full re-opening strategy and what has the demand been like?	SEND provision has not been adjusted. Children and families continue to have full access to EHCP provisions- sometimes addressed via alternative methodologies [ as agreed with families] We have re-started 'virtual' learning and support programmes for families including EarlyBird NAS programmes. We have offered two courses. They are fully booked. <i>Oct 23<sup>rd</sup> our children remain excited and highly engaged. Pupil voice is very positive.</i>
5. CEO/DCEO Comments	Your well thought through strategies have been very useful in managing this extremely well. <i>Delighted with the sustained progress in this area.</i>

<p>6.1 Have you adjusted school lunch provision to enhance social distancing?</p>	<p>Children are eating in their classrooms with their 'bubble' staff. Meals are delivered via external doors to the classrooms. Midday staff clean rooms once all children and staff have left. Food is cooked by the Kitchen staff 'bubble.' Kitchen and midday staff are socially distanced. Menu have been 'tweaked' to minimise movement; lunch staff do not enter classrooms when staff/pupils are present. <i>Oct 23<sup>rd</sup> reviewed, no changes initiated</i></p>
<p>6.2 Have those catering providers we employ understood and are meeting the food preparation guidance?</p>	<p>In-house provision. Our staff are fully conversant with the DfE guidance for those providing food of consumption in schools. <i>Oct 23<sup>rd</sup> no change. There is increasing national pressure for all schools to provide hot meals. GHA has been able to do this since September.</i></p>
<p>6.3 What is the Academy's current policy on educational visits and trips; and before school and after school activities?</p>	<p>We have risk/benefit assessed. Our school currently has a no visits, no visitor policy. We are not running before or after school clubs. We have extended drop off pick up times to accommodate family needs. Children can access Breakfast in their classrooms. Favoured activities e.g. guitar club are available within class/staff 'bubbles.' <i>Oct 23<sup>rd</sup> under regular review- no change; favoured activities are incorporated into the school day.</i></p>
<p>6.4 What is your policy on visitors to schools?</p>	<p>We currently have a No Visitors Policy Should our Risk Benefit Assessment indicate that a visit is essential e.g. building maintenance, this can be accommodate after pupils and staff have left. Should parents need an external professional to visit their child during the school day, this can be accommodated in a room away from the main school buildings. This room will be 'fogged' after use. <i>Oct 23<sup>rd</sup> no change; under constant review and Risk/Benefit assessed as requests are received. This policy has not raised any concerns from external bodies.</i></p>
<p>6.5 Governors 2 meetings in the Autumn term will go ahead at the published time, the first will be virtual, 2<sup>nd</sup> will be reviewed at half term. Trust meetings will go ahead as planned.</p>	<p>Local Governing Board virtual meeting agreed for September 30<sup>th</sup>  <i>Oct 23<sup>rd</sup> Our meeting of Sept 30<sup>th</sup> had full attendance. Virtual meetings enhance accessibility for some members of the Local Governing Board. We need to consider the implications of this as we move forward so that we can continue to access the skills of a geographically diverse group of people.</i></p>
<p>6. CEO Comments</p>	<p>This is fine and being well managed. <i>I continue to be very pleased with the progress and it is very good having all governors present for our meetings.</i></p>
<p>7. 1 Any other points, observations, challenges, not covered.</p>	<p>On going buildings work- Boiler replacement work is complete. These works revealed a significant deterioration in existing pipework, including some leakage. This was risk assessed and found to be in imminent need of replacement. This work is now underway using the existing boiler team. The benefit to GHA is that works can be completed within a short timescale; future problems are averted; DBS, Covid working protocols are already in place; no negative</p>



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