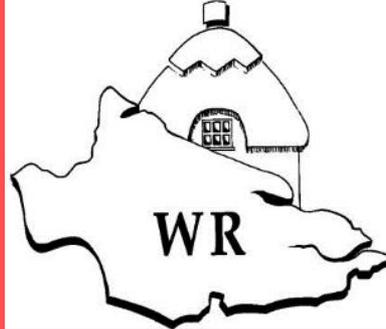
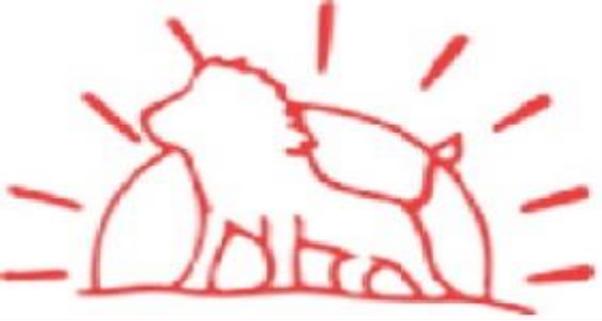


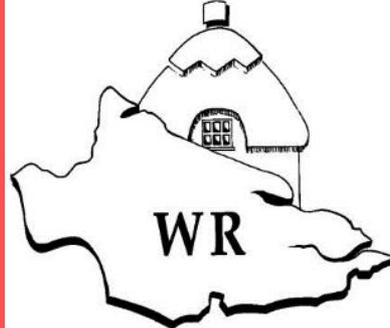
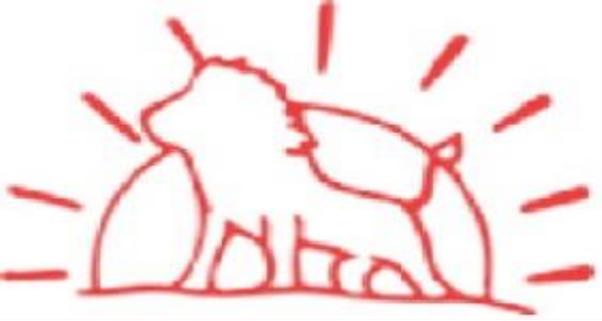
Northwick Park Multi Academy Trust Canvey Island

Know your school
and
your community



Northwick Multi Academy Trust

- Northwick Park Primary Academy,
Leigh Beck Infant and Nursery Academy
William Read Primary Academy
- 3 sites
- 1300 children aged 2-11 years old
- T230 Staff – very little turn over of staff
- Over 35% of pupils in receipt of pupil premium
- Open 7.15am – 6.00pm, 51 weeks of the year



Northwick Multi Academy Trust

- A highly creative, inclusive curriculum, bespoke to the needs of our children, underpinned by high outcomes in core subjects.
- Children in all schools are encouraged to attend after school clubs and activities whilst collecting Children's University hours-most of these are free of charge
- Participation in sport(s) both competitive and non competitive, is promoted for all children
- The Trust employs a high-quality music teacher and participates in local competitions and events. As part of the music curriculum all Year 3 and Year 5 children learn a musical instrument. The Trust also has a Rock Band!
- Five teachers are also trained Forest School leaders and children in all school's access sessions throughout the year

Barriers to Learning

Trust staff met on 13/9/23 to discuss the main barriers to learning impacting on our pupils.

A five minute 'first thoughts' sessions yielded the following barriers:

- Attendance (while this is closer to national figures now, this still presents a challenge)
- Poor parenting
- Poverty
- Poor housing
- Lack of parental expectations/parents having poor experiences at school
- Lack of routine
- Poor diet
- Low-level neglect
- Sleep deprivation
- Lack of routine
- Parent/Carers mental health and anxiety

County lines and involvement in /observation of other criminal behaviours at home or in the local community.

Barriers to Learning – Influence and Action Grid

The Northwick Park Trust is currently looking at barriers to learning for our pupils. In an area where there are many perceived barriers, often co-existing, it is important to focus our energies on those areas where we are most likely to be able to have significant impact. This is important both to make best use of available time/resources and reinforce to staff that there are barriers beyond our control; recognition of this is key to staff wellbeing. As schools increasingly become a 'catch-all' service when other specialist services are less available than they were before (and we learn to adapt/respond to this), this document aims to set out practical actions we can take to provide the best opportunities for our pupils. Focused action in the right areas will ensure maximum impact and avoid staff 'overwhelm'.

Barrier:	How much influence can we have?			Actions to take:
	Little or no influence	Some influence	A great deal of influence	
<ul style="list-style-type: none"> Poor parenting 	✓			<p>Awareness of staff – which of our families are likely to need extra support/nurturing?</p> <p>Signpost to outside agencies where available.</p> <p>Building positive relationships with parents to support and challenge.</p> <p>Staff liaise effectively with outside agencies.</p> <p>Staff mentoring for Y6 where they will need more support.</p> <p>Staff retention is high – we know families (often over several generations) well.</p> <p>CAS meetings are held to share information that may impact the child – this information is fed back to key staff.</p>
<ul style="list-style-type: none"> Poverty 	✓			<p>Signpost to outside support <u>e.g.</u> Yellow Door</p> <p>School Food Bank and Uniform Bank available.</p> <p>School accepts and distributes warm winter coats.</p> <p>Uniform and expectation for contribution to school supplies is kept simple, cost effective.</p> <p>Use of pupil premium is based on individual need.</p>

				School trips are kept relatively inexpensive (these are paid for, for our <u>low income</u> children, but these costs can also be prohibitive in our 'just managing' families).
<ul style="list-style-type: none"> Lack of parental expectations/parents having poor experiences at school 		✓		<p>Build awareness in pupils of 'wider world' as below.</p> <p>Staff build positive relationships with parents based on mutual respect.</p> <p>Inviting parents <u>for</u> 'low threat' activities <u>e.g.</u> Sports Day, Reading Café.</p> <p>Regular parents' meetings, One Plans where appropriate and provision maps build trust that we are doing the best for the children in our care.</p> <p>Curriculum information <u>stored</u> on the website.</p> <p>'Year Books' showing progress through the year sent home annually.</p>
<ul style="list-style-type: none"> Lack of routine 		✓		<p>Working supportively with parents and external agencies where appropriate/necessary.</p> <p>Attendance officer will support families <u>e.g.</u> houses with multiple young siblings who struggle to get out of the house in the morning.</p>
<ul style="list-style-type: none"> Poor diet 		✓		<p>Provision of free school meals – meals are high quality and varied (when compared with other local schools).</p> <p>Science and PSHE lessons teach a healthy diet so children can make good choices (where food is an option).</p> <p>No food shaming in school (we <u>recognise</u> some of our parents are living in food poverty).</p> <p>Healthy snacks are <u>allowed</u> and snack trolleys sell healthy choices (rice cakes, raisins) in order for these to be seen as the norm.</p> <p>Free fruit/veg in FS/KS 1</p> <p>Food is available for those who come to school without having breakfast.</p>
<ul style="list-style-type: none"> Low-level neglect 		✓		

<ul style="list-style-type: none"> • Sleep deprivation 		✓		
<ul style="list-style-type: none"> • Lack of routine 		✓		
<ul style="list-style-type: none"> • Attendance (while this is closer to national figures now, this still presents a challenge) <p>Attendance and punctuality – parents do not value this and this can be impacted by their own ‘chaotic lives’</p>			✓	
<ul style="list-style-type: none"> • County lines and involvement in /observation of other criminal behaviours at home or in the community 		✓		
<ul style="list-style-type: none"> • Home experiences in general – some children are responsible for younger siblings, getting themselves up etc. Parents frequently have high needs and find school routines <u>difficult</u> 	✓			
<ul style="list-style-type: none"> • Mental health/anxiety of either pupils or parents negatively impacting on <u>pupils</u> 	✓			
<ul style="list-style-type: none"> • Neglect/hunger, especially arriving to school without breakfast/ lack of morning routines at <u>home</u> 		✓		
<ul style="list-style-type: none"> • Lack of parental engagement to ensure children experience a wide 			✓	

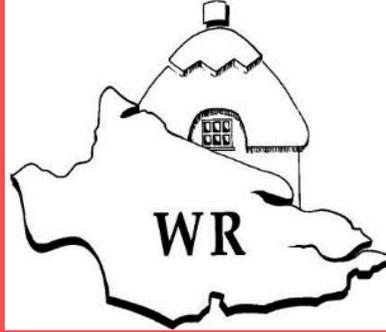
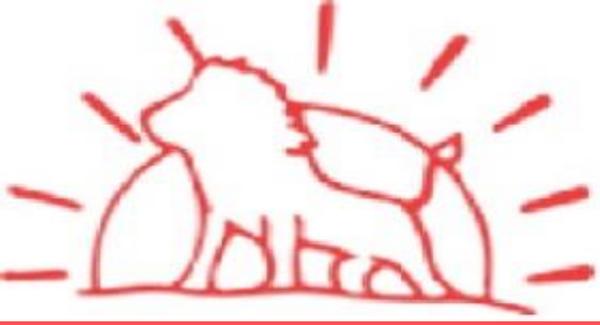
<p>range of activities out of school <u>e.g.</u> sport and music. Parents often cannot afford to participate in outside clubs or do not see the value in them. Children's view of the world can be <u>stunted</u></p>				
<ul style="list-style-type: none"> Uniform – despite the simple and cost-effective school uniform requirements, this is still a barrier. Some parents actively go against 'establishment' <u>e.g.</u> sending child in with <u>coloured hair etc</u> 			✓	
<ul style="list-style-type: none"> Lack of awareness/cultural capital/ can be quite an 'insular' community. Fewer parents than <u>national</u> average attend further education. 'Island community' issues can be a barrier. Parents' own experiences may mean they are unaware of opportunities in the 'wider world'. 			✓	
<ul style="list-style-type: none"> Covid recovery – some parents remain anxious (this is a national picture) of children attending school and will keep them off for minor <u>illnesses</u> 			✓	
<ul style="list-style-type: none"> Stigma – Canvey is sometimes perceived as an undesirable place to live and <u>work</u> 			✓	

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- Stigma – Canvey is sometimes perceived as an undesirable place to live and work

<ul style="list-style-type: none"> • Attitudes outside of school. Many children 'play out' unsupervised leaving them vulnerable to exploitation and potentially in <u>danger</u> • Not prepared for life in 'modern Britain'; the community is not particularly diverse, although this is beginning to <u>change</u> 		✓	✓	
<ul style="list-style-type: none"> • 'Entitled' parents (not evident in all Trust schools), all problems are 'brought to school' to be sorted out. A lack of resilience in parenting. Being confrontational to staff (risking damage to relationships), rather than being polite and solution-focused 		✓		
<ul style="list-style-type: none"> • Speech and language generally poor 			✓	
<ul style="list-style-type: none"> • Parents' own lack of skills/education/confidence 		✓		
<ul style="list-style-type: none"> • 				
<ul style="list-style-type: none"> • 				

Teachers were then asked to think further about what they had said, 'unpack' these barriers a little and add to them. The following responses were given:



Sport within the Trust

Football

Netball

Cricket

Dodgeball

Basketball

Table Tennis

Archery

Swimming

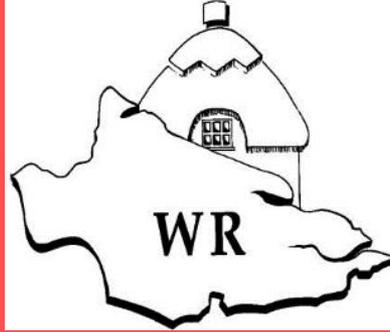
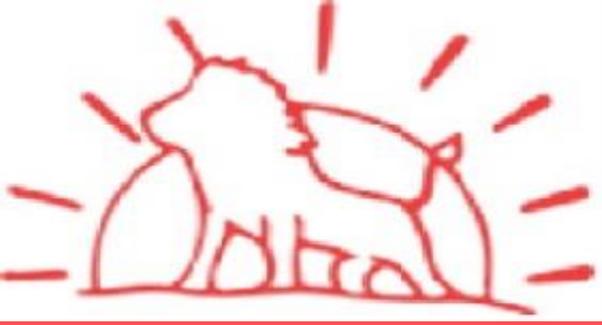
Cross Country

Athletics

Rugby

Sport outside the Trust

Football



OfSTED

- Northwick Park – May 2023
- Leigh Beck – March 2024

Thank you

Any Questions?