



4th April 2022

Dear Parents and Carers

On Tuesday 29th March, the Secretary of State for Health and Social Care set out the [next steps for living with Covid-19 in England](#). These changes came into force on Friday 1st April. Most of the Covid-19 specific guidance for education and childcare settings will now be withdrawn from GOV.UK.

Please see below for a summary of these changes:

- Regular asymptomatic testing is **no longer** recommended in any education or childcare setting, including in SEND and alternative provision. Therefore, our schools will no longer be able to order test kits and we are no longer able to hand out any test kits to staff or pupils, unless advised otherwise by our local health protection team, local authority or director of public health.
- Children and young people who are unwell and have a high temperature should stay at home and avoid contact with other people. They can go back to school, college or childcare when they no longer have a high temperature, and they are well enough to attend.
- If your child has a positive COVID-19 test result, they should try to stay at home and avoid contact with other people for 3 days. They can go back to school, college or childcare when they no longer have a high temperature, and they are well enough to attend.

In essence, these changes enable you to now send your child to school when they are well enough to attend and our schools' attendance teams will work with you accordingly.

In other updates, we have now received the Ofsted reports for both Midsomer Norton Primary and St Mark's schools. Both secured strong 'good' judgements and I would like to congratulate the children and staff in these schools who have worked so hard to maintain and improve standards, despite difficult times. Both schools have also received support from the Trust and other schools within MNSP. Once again, collaboration and helping one another with challenges, has proved to be fruitful in ensuring a high quality education for all children.

I received the Trust pupil progress data for all children last week and am delighted to report that all schools are predicting relatively strong outcomes for children. In the Reception year we estimate that nearly 80% of our children will meet the Early Learning Goals, well above the national figures in previous years. The Year 1 phonics screening test outcomes would suggest a similar picture – high standards across our primary schools. At Key Stage 2, pupils appear to have caught up with a lot of missed learning and we expect to see close to 70% making Age Related Progress in reading, writing and maths combined. This would be a stunning achievement and would set the Trust primary schools well above national figures once again.

At GCSE, outcomes look very positive based on the most recent mock examinations. As a Trust, we are on track to be at approximately +0.3 for Progress 8, with some schools being close to +1 overall. **This may mean nothing to most parents, but essentially it suggests that our children across secondary schools are exceeding national averages for progress by some considerable degree.** In all cases, schools are exceeding the targets set for children in almost all measures. At A' level, predicted examination outcomes in the Norton Radstock area suggest the average level of attainment for all subjects will be a B grade (national for 2019 was a C grade). In the Bath schools, Post-16 pupils are also expected to achieve on average a B grade in their examinations. I hope these





predictions at GCSE and in the sixth forms materialise, as they represent excellent recovery and real resilience from both pupils and staff working with youngsters across our schools.

In Terms 5 and 6 the following areas remain priorities for our schools:

- 1) The planning of the Early Years curriculum in our primary schools to help children gain more knowledge.
- 2) Reading, writing and maths standards in our primary schools at Key Stage 1.
- 3) Standards in writing at Key Stage 2.
- 4) Curriculum planning and delivery outside of English and maths in primary school e.g. science and technology.
- 5) The progress and curriculum planning for pupils with a special educational need across all phases of schooling.
- 6) Standards and provision to improve reading in the secondary schools. Reading fluency and accuracy has dropped off due to disruption to schools, but also over-reliance on electronic devices.
- 7) The planning of re-cap and reinforcement activities that help children learn and remember more knowledge i.e. we need to be better at planning revision activities that helps knowledge to 'stick'.

Once again, many thanks for your continued support and I wish you and your families a relaxing Easter break.

Kind regards

Alun Williams
CEO

