Head Teachers Report Autumn Term 2018

Mrs Nicola Bray

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| **Section One – School Context – Pupil Updates** |
| Number on role: | 210 |
| Attendance and exclusions | 17.10.18 – 98.22% (whole school)Sen 97.11%PP 95.82% FSM 94.5% Exclusions 0% |
| Number on SEN register: | 17 pupils 2 On Alert 5 EHCP  |
| Free School Meals (FSM) / Pupil premium  | FSM -21 Ever 6 - 11Pupil Premium – 32 Service - 1 |
| Child Protection | We currently have no children on a Child Protection Plan, four children on Early Help (these families have been allocated a support worker) and one child in care. |
| **Section Two – Effectiveness and Outcomes (Ofsted Categories)** |
| Effectiveness of leadership and management | The school has been allocated a new school SIP called Joseph Flynn who is an experienced head and worked with many schools in terms of school improvement. He has carried out an introductory meeting and is visiting school again in November for a maths focus.The school has carried out pupil, parent and staff questionnaires which has provided leaders with an accurate understanding of the schools effectiveness. The results have been very positive with the majority of ‘strongly agree or agree’ results being in the high 90’s. Below are some examples of comments made by parents on the questionnaire returns:*An excellent school that provides lots of enrichment activities and cares about its pupils.**St Mary’s is inclusive, supportive, creative, fun, encouraging and challenging. Students do their best in all areas, academic, social skills, sports, the arts …**It is the best school I can imagine for my children.*The school will now action the areas were some parents ticked the ‘don’t know’ box. For example, 13.2% said that they did not know if change was needed and agreed, the school was willing to adapt its approach. The school is going to update the ‘Parent Voice’ section on the website to share changes that have been made as a result of parental feedback, parent meetings, questionnaires and parent group.The school is preparing for the launch of it’s new ‘Sunrise’ curriculum in the spring term. Staff have completed their ‘Blue Sky’ planning days following on from the discussions they have had with the children to identify their interests. Presentations have been made at staff meetings. A parent information session has been planned.Staff have worked on personalising our curriculum and have come up with a ‘top 10 things to do before I leave St Marys’. These are elements that make our curriculum individual to us and are linked to of Christian values, location and aspirations we have for the children. We are currently looking at creative ways to share and display these.Senior leaders have taken part in a briefing at Westminster in London to begin to plan in the new RSE (Relationships and Sex Education) and PHSE programme of study which will become statutory from 2020. Staff training has taken place and a programme of study is being added to the school’s ‘Sunrise’ curriculum.The head and RE lead have taken part in training to prepare for the schools church inspection. An action plan has been created. For example, the school has looked closely at its vision poem to ensure that it is underpinned by biblical reference.Middle leaders have been supported in their roles and they have had substantial impact. For example, phonics screening shows that 97% met the standard in year 1 for the second year running and our EYFS data has been constantly above national and Cornwall averages. For Example 90% achieved a good level of development in our school this year compared to 69% in Cornwall and 72% nationally. The school has become a Strategic partner with the Cornwall Early Years Teaching School and two of the schools middle leaders have made applications to become SLE’s (Specialist Leaders in Education) and have both been successful. One of our middle leaders has helped to run a moderation training day for the Penair Partnership and another has gaining a diploma in Trauma Informed Schools practise.Annual Tier 2 Safeguarding has taken place for all staff and the schools reporting system My Concern is running well. Questionnaire results show 100% of parents agreed or strongly agreed that school was a safe place. |
| Quality of teaching, Learning and Assessment | The SLT have carried out numerous observations, drop in sessions and learning walks since the start of term. Observations have included a whole school learning walk during our ‘Fiction Friday’ guided reading sessions where the children have been using our new Fiction express resource. Children in all classes were particularly engaged by the ‘voting’ application and all children were able to access the class texts. The resources linked to the books provided a good level of challenge for the more able readers. Maths observations will take place later in the term with the school Improvement Partner and will have an emphasis on more able students.Staff have been using the IRIS resource to record their teaching and reflect on best practise. The focus for the first sessions were behaviour management strategies. Each teacher has shared a clip of what works well for their children with all teaching staff and strategies were discussed. The impact has been good as senior leaders have seen the strategies discussed been used to support individuals and groups in other classes.There has been a continued focus on professional development and staff have attended training such as Spirituality, Outdoor education and managing risk, Leadership / Ofsted in the EYFS, Trauma Informed school training and maths hub research work. Examples of the impact of training are: * Increased staff confidence in carrying out pre-site visits and completed risk assessments for trips
* Additional weekly staff meetings for early years staff ensuring that they are fully up to date with individual needs, timetable issues and statutory duties
* Staff able to support most vulnerable children effectively and support each other where needed
* Increased pupil voice in collective worship sessions

Annual questionnaires show that 100% parents feel that standards are high, 96% felt that pupils get the support they need to do their best and 100% felt that pupils were encouraged to do their best and reach their potential. Parents have been given guidance on how to support their children. For example year 6 parents have attended a session on how to use the new revision guides to support maths, phonics sessions for reception and year 1 parents and a curriculum presentation is planned for November. (See Governor reports for impact) Parent ‘Settling in Sessions’ have also taken place and were very well attended.  |
| Personal development, behaviour and welfare | The school is taking part in anti-bullying week and will again be created ‘say no to bullying’ bracelets to raise awareness at home as well as at school as this is an area on Parent View that some parents are less sure of and tick the ‘don’t know’ box.All school staff have now received TIS training. The two teachers taking part in the diploma level training have completed their final assessment and have both passed with Merit. The impact has been positive so far particularly in terms of emotional support for those children experiencing loss or significant changes in home life.The school is currently reviewing the behaviour policy in line with the Trauma Informed Schools (TIS) research and some parental feedback. The policy will be known as the ‘Relationships’ policy and will primarily focus on how the school is invested in supportingthe very best possible relational health between staff, children and parents. It will also make explicit how the school is committed toEducational practices which Protect, Relate, Regulate and Reflect (the key approaches of TIS) the children in our care.The school is working to support those families whose children are persistently absent from school. Attendance clinics have been held for those children whose attendance has previously been a concern. 11 children are currently below 90%. 6 of these children have only fallen below this week. 3 of the other 5 children now show improving attendance. The Forest School has been open for half a term now and impact is been seen. Children thoroughly enjoy the Forest School sessions and pupils have become increasingly eager to come to school. Both the children and parents value the Forest School and it has had an incredibly positive impact on the wider community. Parents have been eager to get involved and join in Forest School sessions with their children (such as the bake your own scones on the fire party with year 4 where over 30 parents and careers attended). We have seen an increase in the resilience of some children when faced with difficult numeracy problems and other areas of the curriculum. Children’s social skills have improved and they are learning to work together as a team and listen to each other. One child has dramatically improved their empathy skills and willingly helps and comforts their peers in the sessions. The speaking and listening skills in year 1 are improving with children sensitively listening to each other and questioning each other.   |
| Outcomes for pupils | Mid-term assessments have taken place and internal progress data is now being analysed. Moderation is due to take place in November where senior leaders will work with teachers to look at evidence in books, assessment results and teacher’s knowledge of children to ensure data is accurate, informs next steps and identifies any children falling behind.The SLT are currently investigating new assessment models to fit in with our Mastery approach to maths. They are also looking at re-modelling the structure of interventions so that children can access sessions more regularly and pick up misconceptions more quickly.Pupils have been prepared well for the next stage of their education. Last year’s year 6 pupils have transitioned successfully into secondary school. Mrs Bray spent the morning with children at Penair. The children reported that they have made lots of new friendships, were coping well with the work which followed on well from the work they had been doing at primary school and were coping well with the additional amount of homework. They reported that they felt well prepared for secondary school and Penair staff said that they had been very impressed with this years cohort of children, particularly their eagerness to take part in sports and other extra-curricular activities. Mrs Read visited pupils at Truro school who are also well settled and making good progress. |
| Early years provision | Base line assessments have now been completed. Baseline data indicates that children have broadly entered reception in line with Cornwall's average on entry data for last year. Strands of Speaking, Writing and Numbers have the lowest entry points. This generally matches Cornwall's data. Speaking and Writing are very closely linked and our approach of Helicopter stories and talk for Writing combined with rigorous phonics has provided good end of year attainment in previous years. Our approach in numeracy has also provided good attainment in previous years.The head teacher and Early Years lead have attended ‘Moving from good to outstanding Ofsted training’ run by county. The training focussed on ensuring that schools were compliant with the Statutory framework for Early years. The leadership team have used this document to audit the early years. The course also looked at the Early years inspection handbook and how this linked to the grade descriptors in the EYFS section of the School Inspection handbook. The leadership team have used this document to help inform the SEF. PP spend in the Early Years was also discussed and identifying those pupils that were in receipt of two year old funding. This will form part of our action plan. |
| **Section Three – Progress towards School Development Plan priorities** |
| 1. **Mathematics – progress and attainment**

Improve the progress and attainment in mathematics so that all children make at least 3 steps from their starting points and 60% of children make 4 steps progress as the curriculum becomes embedded. Ensure that progress and attainment are above national figures and increase the percentage with particular monitoring percentage of children attaining greater depth.**Internal data currently being analysed.**1. **Pupil Premium – progress**

Improve the progress of children in receipt of pupil premium funding and those in vulnerable groups through the use of the pupil premium funding so that their progress is equal to or better than ‘all pupils’ progress nationally in reading, writing and maths. **Internal data currently being analysed.**1. **Literacy – Reading progress and attainment**

Sustain and improve the amount of progress children make, from their starting points, in reading. Ensure that progress and attainment remain above national figures and increase this percentage. Ensure there is not a gap in attainment between reading and writing.**Internal data currently being analysed.**1. **Literacy – Writing progress and attainment**

Sustain and improve the amount of progress children make, from their starting points, in writing. Ensure that progress and attainment remain above national figures and increase this percentage. Ensure there is not a gap in attainment between reading and writing.**Internal data currently being analysed.**1. **Curriculum**

**To develop a new curriculum across the school. Teachers start with the children’s interests at the heart of the planning and then plan the delivery, creating every opportunity to develop core skills even further. This will be project based learning where they gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. This approach will allow children to apply skills to real life problems that are relevant and engaging in the world of work for the 21st Century.** Curriculum planning days have taken place and staff have shared their ideas at staff meetings. The curriculum has been named the ‘sunrise’ curriculum symbolising hope, new beginnings and a fresh start. It has been linked to the biblical quote ‘My name will be great among the nations, from the rising to the setting of the sun’ – Malachi 1:11’. Staff have decided on ’10 things to do before you leave St Mary’s’. These are personal to our curriculum and children. They have taken into consideration our Christian ethos, local community, local environment and current global issues. They are :1. Make an impact on your local environment
2. Support a global cause
3. Get involved with your local community
4. Be sea safe - Learn to swim and surf
5. Be a healthy and active role model
6. Develop your independence on a residential trip
7. Explore your creativity
8. Visit somewhere new and exciting
9. Learn outdoors and celebrate nature
10. Do something that makes you proud of yourself

We are currently working with a design and print company at looking at ways of displaying our curriculum to share with everyone.The curriculum will be discussed again at the governors meeting.1. **EYFS**

  Increase the progress children make from their starting point. Ensure that attainment remains above national figures.**Baseline assessments have been carried out and returned to the Core Stats data team** 1. **SEN**

  Increase the progress children make from their starting point. Ensure that attainment remains above national SEN figures and where possible equal to that of their peers. Ensure case studies are current and accurate to map small steps in progress for particular children on the record of need.Staff have completed their provision maps for their children on the record of need stating what support they will be putting in place including additional support in class (resources and teacher support) and interventions within and outside the classroom. Teachers have also completed this terms assessment week before half term which will help them analyse the progress pupils are making, which areas they need support on and personalised next steps for children on the record of need. With this information they will then be annotating their provision maps with the next steps/ support needed and creating case studies for individual pupils to map their small steps of progress. The SLT will also be completing moderation week the second week back after half term and will choose a child on the record of need for each classes moderation. The SENCo has been looking into tapestry- the iPad app as a way to accurately map the small steps in progress for particular children on the record of need and will be trailing the app out next half term.The SLT have been looking at interventions and the school will be trailing a new method next half term where the HLTA’s will be leading interventions across the school following the direction of the class teachers. Each class will be allocated 3x ½ hour slots a week where the HLTA will take out a small group to pick up any misconceptions from the morning in either maths or literacy or pre-teach particular concepts so that pupils can fully access the first quality teaching. This should mean no child gets left behind with their learning as the misconceptions are dealt with straight away therefore closing any gaps.  **8. PE** Increase the range of provision of sports available for children to participate in during and after the school day using the Sports Funding. Use coaching opportunities as staff training and staff support to sustain sports coaching in the future. Increase the amount of competitive events the children are accessing. Mrs Chapman has continued in her post this year and this half term children have attended various events such as the Girls Football Festival and badminton tournament. Mrs Chapman is also investigating creating a running track in the school and is currently looking into different multi-purpose surfacing. She is also running an athletics club.Mr Marples is continuing to run the school football team which has started to play competitive games in the league. We currently have two teams to include more children.A range of coaches are also working with the school. Plymouth Argyle are continuing to run weekly football coaching. Cornish Pirates have been coaching year 6 rugby and provided professional development for school staff. A new dance teacher has started running an after school club this year and a member of school staff has been working alongside her. The yoga teacher is continuing to run clubs for KS1 and KS2 children.1. **Christian Values**

  To ensure through our school’s unique Christian character we meet the needs of all our learners; that collective worship has an impact on the school community; that we deliver an effective RE syllabus and that this is all lead and monitored by effective leadership. The head teacher and RE lead have attended SIAMs training (Statutory Inspection of Anglican and Methodist schools) and created an action plan. This included actions such as develop courageous advocacy across the school (charity work lead by the children), ensure parents are more aware of the RE curriculum in school, create curriculum display showing clear biblical links and collect evidence to show impact of collective worship.**10. School leadership for the future of LA schools – successful models.**Continue with investigations into future models of school leadership, governance and academisation with other local Truro schools.The head teachers within the Penair partnership have continued to meet fortnightly to discuss ways of working together. A development day has been planned for the 23rd November when the heads will be sharing their schools development plans and evaluations. It is also hoped that Penair partnerships schools chairs of governors will be forming a group where they can meet and discuss key issues.Headteacher’s will be carrying out school support in each other’s schools. We will be focusing on maths and preparing for SIAMS. |