

HEADTEACHERS REPORT TO THE GOVERNORS

SPRING TERM 2019



FORSBROOK C.E. (C) PRIMARY SCHOOL
REPORT TO GOVERNORS
SPRING Term 2019

1. SCHOOL ORGANISATION - Numbers on roll - Spring 2019

Year Group	Number of pupils	Comments
Rec	30	
1	51	One child joined autumn 2018 - VU
2	29	One child joined Oct 2018, but left again Feb 2019 - NW
3	32	
4	30	One child leaves in April 2019 – OE-H
5	32	
6	29	
TOTAL	234	

Groups	Number of children	%
Boys	121	52%
Girls	113	48%
Pupil Premium	20	8.5%
FSM	18	7.6%
EAL	2	0.8%
SEN	21	8.9%

2. STAFFING CHANGES

Staff	Comments
Mr Mason	Resigned from position of class teacher as from 31/08/2019
Mrs Davies	End of contract 31/03/2019 – contract could not be extended due to lack of AEN funding
Mr Holdcroft	Resigned from one to one post 09/12/2018
Miss Edge	Joined as casual one to one teaching assistant 07/01/2019
Mrs Ursu	Joined as a cleaner 20/12/2018
Mr Johnstone	Resigned from cleaner supervisor post 21/12/2019
Mr Cooke	Promoted to cleaning supervisor post from 21/12/2019
Mrs Ryan	Resigned from Nursery Cook position 25/02/2019

Governors Questions;

3. Attendance

Target attendance for 2018/19: 96.4%

Attendance to date: 97.24%

Persistent absentees: 3 (NS – Medical, ZD - safeguarding, LM – medical)

% of children who have 100% attendance: 21%

Governors Questions;

4. School Development Plan – Leadership & Management

Objective 1: To deliver an effective computing curriculum that prepares children for our ever - developing technological world

Progress & Impact: Further impact to be reported in the summer term Headteacher's report.

Budget priorities set for 2019/20 – An update to our wireless connection to ensure that connectivity is efficient and the IT curriculum can be delivered effectively.

Governors Questions;

◆.....◆
Objective 2: To improve standards in writing so that a greater number of children achieve the expected standard and greater depth across the school (At least 6% increase per year)

Progress & Impact: Monitoring in the spring term has provided evidence of immediate impact within this development priority. Firstly, the profile of writing has

been raised significantly with the introduction of the 'writer of the week' award and it is clear from children's verbal responses that effective feedback is provided to enhance progress within specific genres of writing and children are given time to reflect upon their errors during the writing process. 'Editing stations' are now being used across the school to focus children's attention on the editing process and to develop their understanding of how to improve writing from first to final draft. Books show excellent progress from first to final draft and the standard of writing as a whole is showing significant improvement, particularly in the most able children. Feedback from spring term monitoring for marking and presentation in English are shown below in the Teaching and Learning section of the report.

Governors Questions;

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Objective 3: To raise standards in Maths through further developing a Maths Mastery Curriculum.

Progress & Impact: The weekly arithmetic test is having a significant impact upon children's progress with fluency. Weekly scores are increasing week on week and the average score has increased from around 48% in September to 77% in March. This is ensuring that children are well equipped with the essential skills to tackle mathematical challenges as well as securing understanding in mathematical concepts. The overall impact of this on children's mathematical ability will be reported upon in the summer term Headteacher's report and overall impact within this priority presented at the summer term governors meeting.

Several staff training sessions have taken place this term for maths to upskill staff and develop subject knowledge and also opportunities to reflect upon impact so far and staff confidence to deliver the mastery curriculum. Staff are positive about the 'power maths' tool and use it as a strong basis for their planning. They feel more confident in the progression of concepts as the scheme sets this out for them.

Feedback from spring term monitoring for marking and presentation in maths are shown below in the Teaching and Learning section of the report.

During the summer term, the maths lead will work with two year groups (one KS1 and one KS2) to further develop their confidence in the teaching of mastery. This will be reported on in the summer term headteacher's report.

Governors Questions;

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Objective 4: To develop and embed an assessment and tracking system to track pupil progress for 0-5 year olds

Progress & Impact: Further impact to be reported in the summer term headteacher's report.

Governors Questions;

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Objective 5: To implement and develop a STEM curriculum which provides a multi-disciplinary, applied approach to science, technology and maths

Progress & Impact: Our STEM project with Staffordshire University has continued this term with a visit from Dr Alison Griffiths, who worked with the children to build and programme the Milo Rover using our newly purchased Lego We:Do kits. These kits were purchased using our project grant money. Not only was this day an excellent learning opportunity for our children in teaching them how IT technology is used in the real world, but it also upskilled our Upper KS2 staff in using these kits effectively to ensure impact in the future. Impact of the STEM project will be reported in more detail in the summer Head teacher's report.

Governors Questions;

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Objective 6: To further develop the Christian distinctiveness of the school including governance, monitoring and evaluation, collective worship and a deeper understanding of other world faiths

Progress & Impact: Leaders met with foundation governors to discuss next steps in developments from previous SIAMS 2016 and to discuss the SIAMS SEF, which has

already been updated by JH. During the meeting, we discussed the school's vision and values and how this is distinctively Christian. It was agreed that the school council would lead pupil voice in re-creating the school's mission statement in line with both the school's new vision and values and the Church of England's vision. This will be carried out during the summer term led by JH. Following the meeting, JH has updated the first section of the SEF in line with outcomes from the discussions. It has been agreed that additional meetings will take place over the next term, during which one strand of the SEF will be discussed and updated. The outcomes of this will be reported in the summer term headteacher's report.

Governors Questions;

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Objective 7: P.E & Sport – Continue to provide a broad variety of opportunities in P.E and school sport to ensure that the focus on physical well-being remains a high priority

Progress & Impact: Impact of P.E & Sport for 2018/19 is to be reported at the summer term standards committee meeting and reported to full governors at the summer term full governors meeting.

◆.....◆
Objective 8: Arts Award – To develop and embed 'Arts Award' as an enrichment opportunity for our children and the local community

Progress & Impact: See **Whole School Development Plan 2018**. Impact to be reported in summer term

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5. Outcomes for Pupils

Pupil Progress Meetings

Pupil progress meetings have taken place this term. During these meetings, staff are given a range of questions based upon the data they have submitted and are asked to provide additional evidence to support the judgements that they have made. Work is moderated to ensure that correct judgements have been made and this is further scrutinised by other senior leaders where necessary. On the whole, children are

making good progress towards their individual targets. Where children are not making progress, intervention is placed, parents are informed and additional time is given either on an individual or group basis. Interventions are reported to senior leaders through the analysis that each member of staff produces each term. This is also discussed during pupil progress meetings. There were no cases of additional intervention being placed other than conventional day to day interventions from class teacher or teaching assistant.

GENERAL OVERVIEW OF PROGRESS

WHOLE SCHOOL

READING

98% of children are making progress towards their individual targets in reading. This is due to quality first teaching and extensive interventions, which are taking place across the school. In addition, parents are expected to read with children at home at least 4 times per week. The number of children who have achieved their bronze mark for reading is _____. The small percentage of children who are not making expected progress towards their target are subject to EHCP plans, individual education plans or have recently joined the school. These children have smart targets within their individual plans and receive additional support on a daily basis.

Small numbers of children in some cohorts are required to make accelerated progress throughout the rest of the year and in these classes, interventions are in place. These include BRP, reading interventions for individual readers, the reciprocal reading initiative and staff are hearing children read in school to support those not reading at home. Rewards are in place to encourage reading which are having a positive impact overall on children's enthusiasm for reading. Staff have received training on guided reading approaches and the development of guided reading is a target within the school development plan.

WRITING

97% of children are making progress towards their individual targets in writing. This is due to quality first teaching and extensive interventions, which are taking place across the school. The small percentage of children who are not making expected progress towards their target are subject to EHCP plans, individual education plans or have recently joined the school. These children have smart targets within their individual plans and receive additional support on a daily basis. Writing is a development priority this year and extensive staff training has been delivered to date with more training planned for the summer term. The writer of the week award has raised the profile of writing and the newly introduced marking system is ensuring that children are making progress from first to final draft. Moderation and monitoring of writing shows the impact of the training and is having a positive effect on data.

MATHEMATICS

97% of children are making progress towards their individual targets in maths. This is due to quality first teaching and extensive interventions, which are taking place across the school. The small percentage of children who are not making expected progress towards their target are subject to EHCP plans, individual education plans or have recently joined the school. These children have smart targets within their individual plans and receive additional support

on a daily basis. Maths Mastery is a development priority this year and extensive staff training has been delivered to date with more training planned for the summer term. The introduction of the Maths scheme 'Power Maths' is ensuring progression of skills and enabling a more secure conceptual understanding.

PUPIL PREMIUM

89% of pupil premium children are making progress towards their individual target in **reading**.

95% of pupil premium children are making progress towards their individual target in **writing**.

95% of pupil premium children are making progress towards their individual target in **maths**.

Pupil numbers remain low in each class which has an impact on overall % figures. Where children are making less than expected progress, year group teachers plan for intervention strategies to accelerate progress in the Summer term.

SEND

96% of children are making small steps progress in reading.

93% of children are making small steps progress in writing.

89% of children are making small steps progress in maths.

All SEND children are working towards achievable targets set out in their individual education plan or their EHCP. In a small number of cases, where children are not making progress, alternative provision is being sought for a more appropriate placement.

Governors Questions;

6. Teaching & Learning

WB	Staff training	Lead	Monitoring Schedule
7 th Jan	PDA training with Libby Hill	LH	
14 th Jan	Spelling Shed/ Times table	KC	BRP monitoring – (KC)

	Rockstar (this will be useful for TAs)		
21 st Jan	TWILIGHT with Paul Fisher 4pm – 6pm (All Staff)	PF	
28 th Jan	Maths – Power Maths sharing session (this will be useful for TAs)	NL	
4 th Feb	OFSTED – The New Framework (this will be useful for TAs)	KM	Book Review – Marking & Presentation (SLT)
11 th Feb	Assessments/Trackers (your own time)	ALL	
18 th Feb	HALF TERM		
TUES 26 th Feb	Cluster writing moderation (teachers only needed – venue TBC)	ALL	
4 th March	Parents Evening 3:15pm – 7pm	ALL	Behaviour Analysis – Behaviour Logs (SLT)
11 th March	Maths – Multiplication/Division	NL	
TUES 19 th March	Cluster reading moderation (teachers only needed – venue TBC)	ALL	Book Review – Writing (KC)
25 th March	PREVENT training (ALL required)	KM	Book Review – Maths (NL)
1 st April	Grammar – Subject Knowledge	KC	
8 th April	Effective Questioning Techniques (Teachers & TAs)	HS/ SD	

Across the school, 100% of all teaching is consistently good or better and 50% - 60% of teaching is outstanding. This evidence is based upon individual phase reviews from the autumn term and any follow up work that has been completed with individual staff. Where support was placed in the autumn for individual staff, this has now been removed due to significant improvements in practice. This is now monitored closely through informal monitoring of books and learning walks.

A number of informal monitoring activities have taken place this term; please see below for general outcomes of this monitoring.

Outcomes and Actions from monitoring

Better Reading Programme

The outcomes from the monitoring are outlined below:

1. Staff have not received BRP training first hand so most felt they needed training in order to fully understand how to lead BRP sessions. *ACTION - JH has requested training cost for BRP for all TA's.*
2. Most TA's felt unsure if they were completing BRP correctly and felt the texts were very hard and perhaps outdated in terms of language used
3. Where staff had used BRP, they felt it did improve the reading results so was a good intervention to continue with if they had refresher training.
4. Staff were unsure how BRP interventions should be recorded and did not know how to find out who had completed BRP previously. *ACTION – KC devised an intervention reading record for BRP (see below) which is to be used by all staff who deliver the BRP programme.*

Better Reading Programme Intervention record

Please complete this table when you have completed BRP intervention

Year Group	Name	Date of intervention	Standardised Score (start of programme) / colour book band	Standardised Score (end of programme) / colour book band
Historical data:				

Marking & Presentation

Maths - Strengths

1. More consistent approach in terms of visual representations and models in Maths
2. Since the introduction of Power Maths and training sessions delivered, the mastery approach is more evident
3. In most year groups, presentation of books is of a high quality
4. Learning objectives and expectations of outcomes are clear and coverage is good for this point in the year

Maths – Considerations

1. More clarity needed across the school of how numbers and letters are formed. (E.g. incorrect formation of the number 4)
2. Over reliance on filling in worksheets rather than writing out and using the calculations independently
3. Address misconceptions immediately or through rapid intervention (the same day if possible)
4. Where people make own resources, ensure variation through intelligent practice rather than repetitive tasks – where there is a place for these, use them with caution

English – Strengths

1. With few exceptions, first draft to final draft is evident
2. The use of success criteria (written and visual) and modelled examples are seen in most year groups to aid children's writing.
3. Overall presentation of books is good
4. Marking is consistent in most classes and offers next steps in order to ensure progress

English – Considerations

1. Ensure age appropriate, high quality texts are used as a stimulus for quality writing opportunities
2. When planning units of work, in some classes, we need to refer back to the training delivered on following a phased approach so that progression and build-up of skills is more evidenced
3. Address the pinks in all cases highlighted
4. Consistently use blue pen for editing in some classes

General outcomes of monitoring fed back to staff during a key stage meeting on 13/02/2019. Individual feedback also given to individual teachers to address more specific strengths and considerations. These will be monitored again the summer term.

Behaviour Analysis

Please see Behaviour section (Section 7) for details regarding analysis of behaviour.

Nursery Quality Liaison Visit

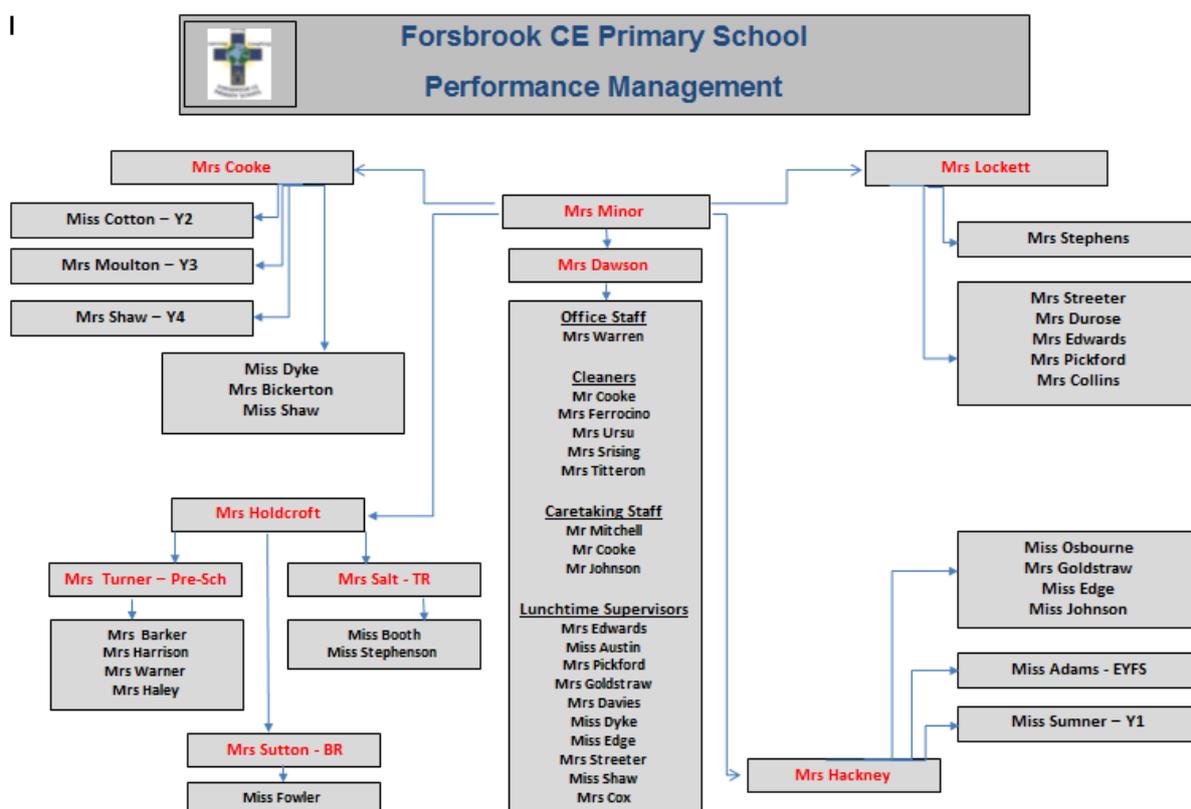
This term, the local authority have carried out a quality liaison visit in our nursery with UH. Please see *Appendix 1* to see the outcomes and actions of this visit.

Governors Questions;

Support Staff Appraisal

Senior leaders have received training on support staff performance management this term. Therefore, the new round of support staff performance management will begin this month and the cycle will run from March 2019 – March 2020.

An appraiser/appraisee flow chart has been developed and initial meetings between senior leaders and staff will ensure that expectations around the appraisal process are clearly explained and targets are set appropriately between appraiser and appraisee.



This process will be overseen by KC, our deputy headteacher, and will be reported to the headteacher at each stage of the cycle.

The appraisal process aims to raise standards and accountability among support staff as well as providing an opportunity to promote support staff development and encourage opportunities for further CPD. Each member of staff is given three development days, which they can use for their own professional development, linked to their third, personal target. The impact of these days should be reported on their performance management proforma.

7. Personal development, behaviour & Welfare

Behaviour analysis

Please see *Appendix 2* for full Behaviour Analysis.

Our new vision and values have embedded into our behavioural expectations and, as a result, behaviour remains outstanding.

There have been no fixed term exclusions this term.

Safeguarding

A safeguarding audit was carried out this term by Insight HR Safeguarding team with KM and UH to look at safeguarding procedures and compliance. The outcomes of this audit will be reported at the spring full governors meeting by the safeguarding link governor, CB.

There have been no new cases raised for 'child in need' or 'child protection' this term. We currently still only have one family on a 'child in need' plan.

Parental Engagement

During the spring term, parents have been involved in the following:

- Parents evening
- Class assemblies (REC, Y4)
- Chocolate Bingo PTFA event
- Music Cluster Concert
- Internet Safety Workshop

Upcoming events for the spring term include:

- Dance Show at Victoria Hall (Y5)
- Mother's Day lunch (KS2)
- Mother's Day workshops (EYFS/KS1)
- Y3/4 Performance

After School clubs

The following after school clubs are attended this term:

CLUB	NUMBER OF ATTENDEES
Arts Award	16
Goblin car	8
Fundacats	14
ASM Alternative sports	24
ASM Hockey	1
ASM Handball	5
Yoga	10
Art	8
Recorders	30
Times tables/ Spelling practice	5
ECO	12
Photography	12
Philosophy	12
Drama KS1	16
Drama KS2	17
Art & Displays	18
Football	7
Board Games	13
Choir	32
Bits and Bobs	16

Governors Questions;

8. Premises Management

The following work took place during the spring term:

- H&S/Building Inspection carried out by Chris and Wendy on 1st Feb 2019.
- PHS Plumbing & Heating - carried out repairs to hot water supply to the kitchen –failed gas fired water heater/immersion heater
- Asbestos pipe removed and roof repair to lower site (disabled toilet) where water was leaking through the roof
- Roof repairs to school (Y3 locker area, library and office areas)
- Entrust have sought new suppliers to maintain the Emergency Lighting system (Contractors are now Marlowe) and Fire Alarm systems (Contractors are now Lantern)
- General day-to-day repairs carried out by our caretaker

Governors Questions;

Thank you for taking the time to read the Head teacher's report. Please note any questions that you have to discuss at the full governors meeting.

Kind Regards,

Kelly Minor

Appendix 1 – Nursery Quality Liaison Visit

14.12.2018 - Quality Liaison Advisor

Nursery had a visit from Sharon Bentley Quality Liaison Officer.

Recommendations from this visit were:

Area to be developed/ improvement	Action to be taken to achieve goal	Success Criteria	Final Desired Outcome	Time frame Short term goal	Date completed
Display Cert. of Registration in all rooms	Photocopy	To be displayed in all rooms	For parent information	By 21.12.18	17.12.18
Display copy of latest Ofsted report in all rooms	Photocopy	To be displayed in all rooms	For parent information	By 21.12.18	17.12.18
Display copy of Insurance document	Photocopy	To be displayed in all rooms	For parent information	By 21.12.18	17.12.18
Display copy of LADO	Photocopy	To be displayed in all rooms	For parent information	By 21.12.18	17.12.18
Display safeguarding info – First response	Photocopy	To be displayed in all rooms	For parent information	By 21.12.18	17.12.18
Good advice on food allergen information	Photocopy	To be displayed in all rooms	For parent information	By 21.12.18	17.12.18
NHS England Incubation/medicine guidance for parents	Photocopy	To be displayed in all rooms	For parent information	By 21.12.18	17.12.18
Named deputy	Appoint named person	Person instated	Meeting Ofsted requirements	By 21.12.18	19.12.18
UH to have termly supervision	KM to meet with UH on a termly basis	For UH to feel supported by management	Opportunities to discuss any issues	Termly	20.12.18
UH to be made aware of Forsbrook Nursery Governor	CB to inform	UH to have increased	UH to have increased	By 13.01.19	14.1.19

Committee members		knowledge	knowledge		
Evacuation policy	SD to email UH with evacuation policy document to be added to nursery policy document	Evacuation policy to be included in nursery policy documents	Improved Knowledge and understanding for staff and parents	By 13.01.19	14.1.19
Area to be developed	Action to be taken to achieve goal	Success Criteria	Final Desired Outcome	Time frame Medium term goal	Date completed
Tracking children's progress	Book webinar	Gain new knowledge and devise new tracker	To clearly show through an effective tracker	6.2.19	14.1.19
Increase safe guarding knowledge	UH to sign up for outcome star training	To complete course	Better safeguarding of children	March 2019	Booked on course
Nursery signage	Order outdoor signs – Main entrance	Signs are put up	Clear directions for parents and visitors	April 2019	
GDPR included in equality and diversity policy	To meet with members of the Forsbrook Nursery governing body	Newly designed policy document	Improved policy and procedures and better outcomes for safeguarding children	March 2019	
Equality and diversity training for staff	Book on Webinar course	Increased knowledge and understanding of issues	Improved outcomes for the children	March 2019	EB & GH Both E.N.C.O. booked on training March 2019.
UH to attend Manager's support group meeting	To make contact with SB	Increase knowledge and networking	Improved outcomes for staff and children	April 2019	Attended meeting in Biddulph 06.02.19
Area to be developed	Action to be taken to achieve	Success Criteria	Final Desired Outcome	Time frame Long term	Date completed

	goal			goal	
Outstanding practise of all staff	Attend 'Good to outstanding workshops'.	All staff to attend and put new learning into practise	Improved experiences and outcomes for the children	By September 2019	ES, LT, CW, UH already booked onto workshops.
Policy improvement	Monthly staff meetings. Parents to be invited to put forward their views	Improved policies and procedures	Improved outcomes for staff and children	By December 2019	Parents asked for their views on January 2019 newsletter

25/01/2019- Quality Liaison Advisor

Recommendations from Sharon's second visit were:

- To provide a quiet, comfy area in the baby room.
We purchased a room divider and cushions to create an area.
- To consider how the setting could gather more accurate information on children's starting points.
We are currently devising new induction packs for parents, asking them about their child's development levels on entry to nursery.
- Consider linking with other settings.
We have already made links with Cheadle Kindergarten and Rock Cottage Day Nursery. This has already been established and visits have taken place.
- To look at daily routines and assessment processes to ensure that any gaps in learning are being identified and planned for.
We have already created a new tracker which clearly shows 'gaps in learning'. This tracker is assessed every term and 'intervention' groups within the rooms have been set up and implemented with certain children to close these 'gaps in learning'

Appendix 2 – Behaviour Analysis

Number of cards	AUT 1		AUT 2		SPR 1		SPR 2		SUM 1		SUM 2		
	G	B	G	B	G	B	G	B	G	B	G	B	
Yellow	4	41	0	37	1	14	0	7					
Red	1	5	0	9	0	3	0	3					
Green (1)	0	0	0	0	0	0	0	0					
Total	5	46	0	46	1	17	0	10					
Reasons for cards					Total		Time of day					Total	
Disruptive in lessons / Talking					40		Lesson time					42	
Swearing/ inappropriate language					2		Playtime / Lunchtime / Lining up					69	
Physical contact (pushing / fighting) Being unkind to others					49		Before school					2	
Name calling					1		Assembly					4	
Disrespectful to adults					3								
Attitude to learning					5								
Not following instructions					7								
Damage to property					8								
Temper					1								
**For some cards (8), no reason was reported so unable to add to above data collection													

Is the behaviour policy being adhered to (out of 8 classes)?

All classes are completing the behaviour logs.

Dates are no longer required as they appear at the top of the Excel spreadsheet.

All incidents (except 8) have a reason attached to the coloured cell.

Not all staff are initialling the member of staff who issued the card or stating where it occurred (e.g. on the yard, in the corridor, when lining up etc).

Have any children dropped below green in their behaviour average? Yes / No

3 children have moved to yellow on their behaviour charts.

What has happened as a result of this?

For Child A, a behaviour chart was put in place until Christmas. This intervention worked and they were able to be removed from this. The number of yellow cards have decreased considerably following this intervention.

For Child B, it was discussed and decided that a behaviour plan was not necessary as the child was having outburst at irregular intervals with no set pattern to them. In consultation with the family, it was agreed that a space be made available in school where Child B could go to relax when in period of higher anxiety.

For Child C, a 'blurt reminder' card was issued giving the child 3 reminders in class before a yellow card was issued. This enabled the child to visually understand how to minimise the number of verbal interruptions in class. Parents were informed of this intervention and the number of occurrences have significantly decreased.

Findings from Analysis

- Over two terms, girls have received 6 yellow cards (21 less than this time last year) and 1 red cards (Sig < 1 per week) and boys have received 129 yellow cards (4 less than this time last year) and 20 red cards (< 1 per week and only +2 up from last year).
- The majority of cards are given out for disruption in lessons (mainly due to talking in class) and physical contact (mainly pushing rather than fighting).
- A slightly higher number of cards have been given at break times than in lessons.
- The number of cards received by boys has significantly decreased in the Spring Term as opposed to the Autumn Term.
- The number of red cards given for both boys and girls is significantly low. This means that our behaviour and reward systems as well as our Christian values act as a deterrent for significant behaviour issues.
- Staff are not giving 1 awards to celebrate behaviour successes.
- Behaviour average span is 2.0 – 2.2. This is the same as last year's span.
- Reasons on behaviour log are more detailed but it is not always clear who has given the card or where it was given (e.g. playtime, lunchtime, lining up, in the corridor). This is important information to decide on how and by who the children are being supervised.
- There is a huge gap between the number of girls receiving yellow cards and the number of boys receiving cards.

Actions

- As a priority, discuss the impact of '1s' and reasons for decrease in numbers over the year. Do they work? Is it difficult to distinguish between 1s and 2s? Make decision moving forward with staff. This was an action after last year's monitoring so no significant impact to date.
- Ensure staff are recording reasons precisely and that they state **who** has given the card and **where** it was given.
- Leadership team to look into gender gap and explore ways to address this.