

HEADTEACHERS REPORT TO THE GOVERNORS

SUMMER TERM 2019



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

1. SCHOOL ORGANISATION - Numbers on roll - Summer 2019

Year Group	Number of pupils	Comments
Rec	30	
1	51	
2	30	One child joined June 2019
3	32	
4	30	
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%
SEND	27	12%

2. STAFFING CHANGES

Staff	Comments
Mrs Moulton	End of one year contract
Mr Card	Appointed to position of class teacher to replace Mr Mason
Mrs Barker	Resigned from Edu carer position in nursery
Mrs Warner	Resigned from Edu carer position in nursery
Miss Barker	Appointed to Edu carer position in nursery
Miss Jones	Appointed to Edu carer position in nursery
Mrs Turner	Promoted to Deputy Nursery manager (to commence Sept 2019)

Governors Questions;

3. ATTENDANCE

Target attendance for 2018/19: 96.4%

Attendance to date: 96.82%

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

% of children who have 100% attendance: 12% (28 children)

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:

Priority 1: To upskill staff knowledge in curriculum objectives.

What was done: Staff were trained in accessing and using the computing scheme of work in order to support them in independently and appropriately accessing the curriculum objectives that are key stage specific.

What was learnt: The computing scheme outlines the objectives in a deeper manner. Staff have been able to access these objectives, which are given in a whole topic format making this cross-curricular. Staff are using their autonomy to move freely between the app suggested and the other resources that are available to them. By doing this staff have become more knowledgeable in their understanding and delivery of the expectations of the curriculum.

Next steps: To implement a resource that further supports the staff in acknowledging what emerging, expected and exceeding looks like in the computing curriculum to support and upskill their knowledge and understanding of the curriculum objectives. Training courses for the ICT lead and those applicable to other staff will be sought, attended and then cascaded as part of ongoing staff training.

Priority 2: To develop the teaching of computing across the school.

What was done: A new scheme of work was researched and applied to the school curriculum to support staff in accessing appropriate lessons for the computing curriculum.

An audit sent out to all staff across both key stages to identify areas within which the computing scheme is failing to support staff in being autonomous in teaching computing. The scheme is re-evaluated according to the feedback. Use of apps to secure coding and programming understanding was monitored verbally. Ease at the point of access for staff has therefore impacted upon the children and their acknowledgement and enjoyment of the computing curriculum.

Impact statements from children:

"We have been learning about robots and their algorithm. We debugged to make these better."

"I love Purple Mash because there's so many games."

"I liked the ICT suite and the iPads because we learnt about safety."

"I like using my record because it reminds me of what I can do."

"I can tell Miss Cotton what I need help with when she looks at my faces on my record."

"I like that my maths helps my computing when we did it on Excel. I didn't know maths could be used in computing."

What was learnt: The computing scheme is working for those who are accessing it and it is supporting staff in understanding how to achieve the objectives for their key stage. Not all staff are accessing it regularly however and so this impacts on their confidence in computing.

Next steps: To implement a record of achievement for all children across both key stages that links to the scheme of work. Potential use of OneDrives for each year group to be set up for children to access and store their iPad work. To support staff in planning for a topic of work using the scheme of work. Scaffolded support will then be withdrawn when staff are feeling more confident in navigating the scheme independently.

Priority 3: To invest in resources in order to provide opportunities for innovation in a fast paced society.

What was done: The server has been updated according to the 5-year computing budget plan. This has meant that computers on the local area network are connecting at a faster rate and the system is now secure and up to date.

What was learnt: The systems run well. The budget will not be impacted upon by this expense for another 5-8 years.

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

Progress & Impact: Please see attached report in **Appendix 1.**

Governors Questions;

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

Progress & Impact: Please see attached report in **Appendix 2.**

Governors Questions;

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

Progress & Impact:

What we did:

- Create a tracker for each of the seven areas of learning for EYFS to track progress from 0 – 5 years
- Train staff on effective use of the system
- Evaluate tracker and its impact at the end of the academic year

What we learnt:

- Tracker aids understanding of the different stages of development
- Helps to plan for gaps in development and assess what additional learning/evidence needs to be gathered for individuals
- Feedback to parents is accurate and consistent – parents report that information about their child's is sufficient and useful

Impact:

- Gaps in learning identified early for immediate intervention – one EHCP in place before beginning of reception and 4 children identified in reception as requiring additional intervention – IEPs in place at beginning of the year. These children have made expected progress against their targets as a result.
- Increased rigor in moderation of progress judgements - evidence can be clearly shown against statements

Governors Questions;

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

Progress & Impact: Please see attached report in **Appendix 3.**

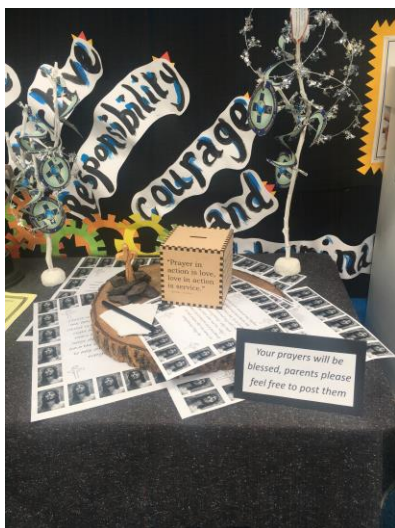
Governors Questions;

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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: This academic year has been extremely productive in reviewing the school's Christian Distinctiveness. The Self Evaluation Form has been revised and rewritten in line with the new Church of England toolkit that demonstrates where we are as a church school and which areas we need to focus on in order to improve our Christian Character. There is now a clear Christian vision that closely links to the analogy given by the Church of England that uses the hand to embed the values within this vision. This will be a focus for staff training in the autumn term 2019.

When looking at the impact of the newly implemented Understanding Christianity framework, through book scrutiny, it has given the children opportunities to reflect and think deeply about Christianity, how this relates to the modern world, with clear Biblical links. As the children move through the school there will be opportunities to revisit and develop this knowledge through the spiral curriculum.

Due to the success of the Prayer Labyrinth, we decided to use this again with the children in Upper Key Stage 2 in the summer term led by our Youth Worker Chrissi Thompson. Again, these sessions created deep discussion and reflection and therefore had a positive influence on their spirituality.



The worship committee and I launched two Prayer bags for the children in KS2 to take home, engaging them in times of prayer of matters that are important in their own lives and in the lives of others. This so far has been successful with all children wanting to take it home and engage with it alongside their families.

A Prayer box is now located in the main reception area for the parents and carers of the school to use if they wish. The Reverend will bless these prayers.

See attached report for impact statement in **Appendix 4.**

Governors Questions;

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: Please see attached report in **Appendix 5.**

Governors Questions;

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

Progress & Impact:

Arts Award is a unique set of qualifications that supports children and young people up to the age of 25 in enjoying the arts and developing as artists and art leaders. The children will discuss and discover what the term ‘arts’ includes, explore the world around them and begin to recognise how the ‘arts’ affect their everyday lives. They will have opportunities to participate in an art form, create work based on their learning and have the opportunity to find out more information about an artist/artists’ work/arts organisation of their choosing.

What we did:

- 'Arts Award - Discover' launched for Years 1, 2 and 3 as an after school club. 16 children were accepted and have participated during the academic year.
- Year 5 children completed an art project that allowed them to access the 'Discover' award. As of June 2019, 47 children are on track to complete their Discover award. This is well above the number originally intended.

What we learnt:

- The majority of children have responded extremely well to the course. Mrs Collins does however feel that the younger children (Year 1) have found different aspects of the award harder due to their age and ability to work independently.
- In reviewing their learning the children have stated that:

'I have enjoyed dancing and learning different types of art. I liked going around the school and finding different types of art'. O.Whelehan (Y5)

'My favourite part of the art award was when we did the dance because it was my first time performing in a theatre. I also had a great learning experience. I learned that there are more than 1 type of art, there are many, I could give you a whole list'. K.Chadha (Y5)

Next Steps – 2019/20:

- Discover award to include a wider range of art forms to allow for more children to explore their individual interests.
- Mrs Collins to launch the 'Explore' award. This award will be open to children from Year 3 upwards. Any children that have completed the Discover award gain automatic entry to 'Explore' once they are in year 3 or above.
- Mrs Collins to attend a training course to deliver the 'Bronze Award' ready for September 2020 in line with the 5 year development plan.

Governors Questions;

5. OUTCOMES FOR PUPILS

GENERAL OVERVIEW OF PROGRESS & ATTAINMENT

Pupil progress meetings have taken place this term where staff judgements were moderated based on a range of evidence presented. External moderation has taken place in EYFS and KS2.

Please see attached report for overview of progress and attainment – **Appendix 6.**

A more detailed analysis of KS1 and KS2 outcomes will be presented to the standards committee in the autumn term.

Vulnerable Groups

Pupil Premium: Please see attached report – **Appendix 7.**

SEND: Please see attached report – **Appendix 8.**

Governors Questions;

6. TEACHING & LEARNING

WB	Staff training	Lead	Monitoring Schedule
29th April	Level 1 Safeguarding training (ALL STAFF REQUIRED)	KM	
TUESDAY 7th May	Purple Mash - Refresh	BC	
13th May	English – Grammar Training Cont... (ALL STAFF REQUIRED)	PF	
20th May	Assessments/Trackers	ALL	Final Focus on Marking & Feedback – to inform new policy for September 2019
27th May	HALF TERM		
10th June	Curriculum Development – Intent & Implementation of our timetabled curriculum (ALL STAFF REQUIRED)	SLT	Pupil Progress Meetings
17th June	Curriculum Development – Intent & Implementation of our wider curriculum (ALL STAFF REQUIRED)	SLT	Pupil Discussions & Book Reviews – Progress, Challenge & Children's response to learning
24th June	Curriculum Development – What is the impact of what we already do? Action plan for further development (ALL STAFF REQUIRED)	SLT	

8 th July	Curriculum Development - Planning		
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For monitoring outcomes, please refer to the impact statements linked to the school development plan priorities. The outcomes for pupils confirm that teaching remains consistently good with much of teaching being outstanding. Staff training has led to significant developments in practice, which has resulted in excellent progress and a high proportion of children exceeding expected progress.

Staff training days during the summer term link to work on curriculum development. This work will continue from September and will be reported to governors during the autumn term.

Governors Questions;

7. PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

Behaviour analysis

Our new vision and values have embedded into our behavioural expectations and, as a result, behaviour remains outstanding. The number of children receiving yellow and red cards has decreased slightly along with the number of behaviour plans in place.

There have been no fixed term exclusions this term.

Safeguarding

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.

There are currently two families where safeguarding concerns have been raised with external agencies. These are being closely monitored and regular communication is sustained. In one case, external services are being accessed by parents, but no improvement has been observed. However, there are no current plans to step these cases up to 'child protection' or 'child in need'.

Parental Engagement

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

- Class assemblies (Y1)
- Music Cluster Concert
- Father's Day workshops
- Father's Day picnic

- Sports Day
- New intake evening
- Green Goblin Car event
- Summer Fayre

Upcoming events for the summer term include:

- Year 5/6 performance
- Northwood athletics event
- REC – Year 5 awards ceremony
- KS1 cream teas
- Y6 leavers assembly

After School clubs

The following after school clubs are attended this term:

CLUB	NUMBER OF ATTENDEES
Arts Awards	16
Green Power Goblin Car	8
ASM Athletics KS1	14
Fundacats	14
ASM Athletics KS1	14
Art	6
French	9
Yoga	11
Earth Matters	9
Art & Displays	16
Lego Masters	9
Athletics KS2	39
Choir	21
Board Games	12
Drama	10
P4C Console	14
ECO	13
Times tables	11
Forest Schools	6

Governors Questions;

8. PREMISES MANAGEMENT

The following work took place during the summer term:

- Keys cut/cardboard cut for invacuation procedure.
- Weekly roof inspections – due to flooding
- D1s issued from water hygiene, fire alarm panel and emergency lights – actions in place
- Nursery door fitted to baby room for free flow access
- Quotes being sought for replacement boilers – commissioned by local authority
- General day-to-day repairs carried out by our caretaker

Governors Questions;

9. FORSBROOK NURSERY

Progress & Impact: Please see attached report in **Appendix 9.**

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