

*The children of Standlake will reach their potential by belonging to a supportive and inclusive community, believing in themselves, each other and Christian values and building on their successes.*

## Head teachers report for Full Governors Board Meeting 5<sup>th</sup> October 2016



### General Comment

Overall it has been a very positive start to the term with new staff settling quickly and working hard to adopt the practice that is required at the school. Existing members of staff have been particularly supportive and encouraging to their new colleagues. All staff have shown a professional approach to asking for help when needed, listening to advice and support and applying it to the way they work. There has also been a notable degree of willingness from all staff to take on roles and responsibilities to ensure there is a more distributive leadership in all areas of school life.

### **1. Leadership and Management**

- a. The writing, editing, and reviewing of the **SEF and SDP** has been a particularly collaborative approach from school leaders (Head and Deputy) and governors this year and shows an overall strengthening of collective ownership of the strategic review and direction of the development plan. Thank-you to the governors made their contributions. This will be shared with the parents as an Executive Summary once the FGB has agreed it. The SEF and SDP have been shared with the EPA and we are awaiting further feedback
- b. **Overall effectiveness** of the school is currently at Requires Improvement, bordering on Good. The outcomes for pupils at the end of Key Stage 2 pupils brings the judgement down and can be attributed to previous teaching and learning. I believe school leaders demonstrate the **capacity to improve** and that Teaching and Learning will be good once we have the consistency in practice across the school from all new members of staff. The EPA is establishing a **Task Group** to support the school in getting to Good.
- c. There is now an excellent understanding and agreement between the **school leaders** over how to move the school forward and the way in which it should be done.
- d. The **induction process** of new staff (and refresher/reminders for existing staff) has been swift and effective:
  - Teachers met in July to be taken through the teaching and learning policies and guidance and they all have a reference folder to use in their practice
  - INSET at the start of September was focused on the sharing of routines and practice, including **health and safety**, and a short outline of the schools position
  - All staff have now completed the **statutory safeguarding** training and have signed up to say they have read, understood and will apply the various safeguarding policies
  - I am meeting with the NQT (as her mentor) and she has begun the NQT induction training programme provided by the Oxfordshire Teaching School
- e. The **appraisal** for teachers will have been completed by 30<sup>th</sup> September with **Professional Development** (that links to the SDP actions) identified. Teaching Assistant staff have a collective target of supporting the improvement in outcomes of the disadvantaged pupils. Some TA's have an additional target that is personal to their role or professional development

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- f. **Pupil Premium Grant** money for 2016-17 is being directed more specifically towards the materials and staffing of a Read, Write, Inc. programme to support children under achieving in reading and writing. It will also be used towards some of the TA hours to support children in class and interventions and providing PPG children with extra-curricular opportunities
- g. **Sports Funding** will be used to continue the CPD/Team Teaching with PE staff from Bartholomew, providing some much needed gym equipment and supporting children attending sporting competitions
- h. We have continued and initiated a range of **extra-curricular opportunities** that supplement the formal curriculum and improve their skills in a range of artistic, creative and sporting activities; 4 after school clubs, music lessons during the week and 67 Get Inspired challenge.

## **2. Quality of teaching, learning and assessment**

There are 5 key priorities for improving teaching and learning across the school at the start of the year (outlined in the SDP)

- 1. To quickly establish **staff and governor stability and skills** *through effective induction, support and development*
- 2. To raise the percentage of children (at least 75%) at the **'expected standard' in writing** (particularly in Year 4 and 6 and boys) *through effective teaching of extended writing*
- 3. To raise the percentage of children (at least 75%) at the **'expected standard' in maths** (particularly in Year 4 and 6) *through the effective teaching of maths problem solving*
- 4. To improve the **provision for disadvantaged children** so the difference in achievement with other pupils nationally is reduced
- 5. To enhance the writing, use and understanding of differentiated **Learning Objectives:** *progressive high order thinking skills that match the abilities of the children and promote 'mastery' in the learning*

Reading is also an area for improvement but we know this to be more a reflection of children's practice of answering 'standardised test' questions than not being able to retrieve the information; guided reading lessons indicate that the children know the answers orally. So practice will be given on this.

- a. **High expectations** have been set for the quality of planning, delivery and assessment of the teaching and learning with all staff having received the teaching and learning policies and guidance. A series of monitoring sessions will be ongoing throughout the term and year (see SDP) to ensure that staff are following the agreed protocols and practice.
- b. Mrs Conroy and I have carried out one formal **learning walk** in all classrooms and a morning's **book scrutiny** of English and Maths Books. These have identified the good practice and the areas for further development. Overall, there is some good practice but needs greater consistency across the school (which is to be expected for new staff at the start of the year). There has been follow up and feedback in the teacher meeting and with some individuals.
- c. Teachers completed Big Write training which is a whole school approach to improving extended pieces of writing. Mrs Conroy is developing a plan for its integration into the timetable and curriculum.
- d. Teachers have had training (CPD) on Maths Mastery which was aimed at helping understanding and suggesting ways in which it can be incorporated into their teaching.

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### 3. Outcomes for pupils

A summary of July assessments:

#### EYFS

	School	National
Good Level of Development	78.6%	69%

#### Year 1 Phonics

	School	National
Working at expected standard	90%	81
Year 2 re-take (5 pupils)	60% (3 pupils)	nya (66% last year)

#### Year 2 National Assessment Tests (25 pupils)

	School	National	Working Towards Expectation	Working At Expectation	Working at Greater Depth
Reading	<b>76%</b>	<b>74%</b>	24% (6 pupils)	52% (13 pupils)	24% (6 pupils)
Writing	<b>72%</b>	<b>66%</b>	28% (7 pupils)	48% (12 pupils)	24% (6 pupils)
Maths	<b>72%</b>	<b>73%</b>	28% (7 pupils)	48% (12 pupils)	24% (6 pupils)

#### Year 6 National Assessment Tests (11 Pupils)

	School	National	Working Below Expectation	Working At Expectation	Working at Greater Depth
Spelling, Punctuation and Grammar	<b>91%</b>	<b>72%</b>	9.1% (1 pupil)	63.9% (7 pupils)	27% (3 pupils)
Reading	<b>55%</b>	<b>66%</b>	45% (5 pupils)*	27.5% (3 pupils)	27.5% (3 pupils)
Writing	<b>64%</b>	<b>74%</b>	36.4% (4 pupils)	54.5% (6 pupils)	9.1% (1 pupil)
Maths	<b>64%</b>	<b>70%</b>	36.4% (4 pupils)*	45.5% (5 pupils)	18.2% (2 pupils)
R,W & M Combined	<b>46%</b>	<b>53%</b>	-	-	-

Note: One of these pupils joined us in the autumn of Year 6 so was not 'home grown'

\*One pupil missed out on 'working at' by one mark in reading and maths; this would have put our reading, maths and combined in line with the national percentage

### 4. Spiritual, moral, social and cultural development

- A refresh and re-teaching of our **school values and rules (and British Values)** at the start of term has reinforced the ethos and expectations and ensured the children are prepared for life in the school (and modern Britain). The School Council has been elected.
- Our Monday, Wednesday and Friday assemblies have been planned so that the children get the opportunity to reflect on their own beliefs and their interest and respect for different faith's feelings and values

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## 5. SIAMS

- a. Charlotte McCulloch is leading on the SIAMs development plan and RE curriculum. She has already completed the first draft of the Self-Evaluation Toolkit and will be working on the Development Plan over the next couple of weeks. We have requested that Francis Bartlett comes and supports us in the final draft of the self-evaluation and development plan.

## 6. Other

### Finance

- There are some final adjustments that need to be made to the year-end figures but it is looking like we will have a **surplus** in the region of £40,000K. This is very welcome news given the school was in deficit 2 years ago. It reflects prudent budget management and an opportunity to start long term 'capital' investment planning

### SEND/PPG

- Now that the quality of teaching is better in Key Stage 2 we have introduced a more intensive intervention programme in reading and writing for those children that are below age related expectations: **Read, Write Inc.** This is the first significant step in re-introducing additional interventions that will compliment quality first teaching and support the children's learning.

### Buildings and grounds

- With the healthy in-year surplus we should be able to tackle some much needed **building up-keep** and smartening up. But will still be reliant on a significant grant to improve the outdoor FSU area

### Safeguarding & Health and Safety

- We have started the process of getting quotes to put in a updated fire alarm system

### Continual Professional Development/training

- Big Write Training for all teachers
- Target Tracker for new staff
- Maths Mastery for all teachers
- Generalist Safeguarding Training for all new staff
- Health and Safety/Fire Drills/Routines and Expectations for all staff (INSET day)

### Community & Events

- We are encouraging parents to come in for our Achievement Assembly so that they are able to see the successes the children are having during the week
- A Harvest Festival service will take place on Friday 7<sup>th</sup> October at St Giles Church

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### **Pupil contextual information**

Pupils on role (without nursery)	138 (116)	Adopted children	1
Free School Meals	10	Total Pupil Premium children	15
Gypsy/Roma	6	SEN Statements/EHCP	1
English as Additional Language	6	SEN School Support	10
Forces	1	Exclusions since September	0
Child Protection/Child in Need	0	Racial Incidents	0
Looked after children	1		

### **Attendance**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
96.3%	96.5%	96.6%	96.5%	97.8	93.3

<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
96.25%	96.58%	96.37%

Note 1: **National expectation: 96.1%.**

Note 2: Of the 4 families I met (in March) to discuss their attendance three of them have improved and one has dropped a little but this is due to an ongoing medical need that has been authorised.

Andrew Denham

28<sup>th</sup> September 2016