

Head teachers report for Full Governors Board Meeting 21st September 2017

General Comment

We have had a good start to the term. Staff have arrived back calm, happy and relaxed and with a clear focus on quickly getting to know the needs of the children in their class and planning for the term and year ahead.

We are very pleased to have welcomed five new families to the school who have joined different classes across the school. A further two families are looking to join us in the next couple of months. This is a good indication that the news of our success and good reputation is spreading and drawing new families to our happy school.

1. Leadership and Management

- a. The **Self-Evaluation Form (SEF)** and **School Development Plan (SDP)** have all been updated to reflect the Ofsted inspection findings and **Assessment Point 3 (AP3)** data. The EYFS section will be updated following the consultant visit on the 21st September (see 1k below). A new **Monitoring and Reporting Schedule** has been put together for the academic year ahead. This can be found on the last page of the SDP

- b. **Overall effectiveness** of the school is **GOOD** and *improving*.

There is some work to be done in some areas to consolidate the 'good' judgement, namely reducing the number of children below age related expectations (ARE) and increasing the number of children above ARE, particularly in writing.

I have put together a document called 'Outstanding Classrooms'. This provides the teachers and teaching assistants with a single page overview of what is expected from them and what will be monitored over the coming year.

The benchmark for achieving 'Outstanding' is particularly high, as it should be, so this is not going to be an easy or quick task but it is an outcome we will all be striving for. It is clear, from other schools who have shared their Ofsted experiences that we will need to do some work on enhancing the planning and rigour in the non-core subjects as we do in reading, writing and maths if we are to reach the outstanding expectations.

As ever, the drive to improve standards in the formal curriculum will not come at the expense of **extra-curricular opportunities** with a range of activities on offer.

- c. We have been pleased with the **parent feedback** we have received about how happy their children are in their new classes and the general warmth and welcome they are receiving. This has been particularly noticeable from the new parents who have been able to make comparisons to their children's previous school.
- d. The end of year **appraisals** were completed in July and we will be finalising the teacher's new targets in the next couple of weeks. I will be making my recommendations for pay progression at the next Resources Committee.
- e. Mrs Conroy has put together a **Pupil Premium Grant (PPG)** report on the impact and outcomes of last year's funding. She is currently working on the new strategy for 2017-18. I have written a **Sports Funding** report outlining how we used the funding last year. Both

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reports can be found on Governor Hub and will be published on the website once the committees have discussed them.

- f. We started the term with an assembly reminding the children of our **Christian Values** and **School Rules**. This term we are having a particular focus on Showing Respect and will be celebrating those who show this school rule in our Achievement Assembly
- g. Staff have had **Professional Development** through:
 - INSET day morning on the Health and Safety aspects of the school
 - All staff completed the **Generalist Safeguarding Training**
- h. Since the last FGB there have been a couple of **governor visits** from Billie Tweedy (RE/SIAMS), Louise Weldon (Safeguarding) and Mark Turner
- i. As part of our on-going effectiveness in **safeguarding** all staff have completed the Generalist Safeguarding Training, all children will have received 'online awareness teaching' in their classes and there will be a Wonder Wednesday Assembly on this subject. Mrs Conroy and I will be completing the Specialist Safeguarding Training in the next couple of months.
- j. Our **Anti-Bullying** Ambassadors will be leading a Wonder Wednesday Assembly this term.
- k. We are currently advertising for an **Early Years Teacher/Coordinator** to start in January 2017. We have bought into the OCC EYFS Advanced Support Package for the year to help us ensure that Nursery and Reception classes continue to move forward in their practice during this interim period.

2. Quality of teaching, learning and assessment

- a. The first **Learning Walk** will be taking place week beginning 18th September with a specific focus on the pupils themselves. See Outstanding Classrooms document.
- b. The first **Book Monitoring** will take place week beginning 25th September. See Outstanding Classrooms document for focus.
- c. The first **formal lesson observations** will be taking place at the end of this term and my expectation is that there will be a consistency of 'good' lessons across the school.
- d. Teachers have to make their baseline Target Tracker judgement by 29th September. The purpose is to validate the previous teachers' judgement and add new children onto the system. This judgement is particularly important for the Nursery and Reception classes as the baseline/entry level judgement gives us an indication of future attainment and progress and potential resourcing implications. The EPA **Assessment Point 1 (AP1)** is on the 6th December.
- e. I am meeting with **Educational Psychologist (EP)** on the 19th September to discuss the support she may be able to give us in the year ahead.

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3. Outcomes for pupils

Assessment Point 3 headline data can be found on the Governor Hub.

Below are the results of the key outcome points (EYFS, Year 1 Phonics, Year 2 and Year 6) for the last two years when compared against the national figures:

Key Stage 2 (Year 6)

Number in Y6 Cohort: 16

| Test Results / Teacher Assessment | % of pupils working at the Expected Standard + (inc at Greater Depth) | | | | % of pupils working at Expected Standard (inc at Greater Depth) RWM Combined | | | |
|-----------------------------------|---|----------|------|----------|--|----------|------|----------|
| | 2016 | national | 2017 | national | 2016 | national | 2017 | national |
| English Reading | 55% | 66% | 88% | 71% | 45% | 53% | 75% | 61% |
| English Writing (TA) | 64% | 74% | 75% | 76% | | | | |
| Mathematics | 64% | 70% | 88% | 75% | | | | |
| SPAG | 91% | 72% | 75% | 77% | | | | |

| Test Results / Teacher Assessment | % of pupils working at Greater Depth | | | | % of pupils working at Greater Depth in RWM Combined | | | |
|-----------------------------------|--------------------------------------|----------|------|----------|--|----------|------|----------|
| | 2016 | national | 2017 | national | 2016 | national | 2017 | national |
| English Reading | 18% | 19% | 44% | 25% | 9% | 5% | 13% | 9% |
| English Writing (TA) | 9% | 15% | 31% | 18% | | | | |
| Mathematics | 18% | 17% | 19% | 23% | | | | |
| SPAG | 27% | 22% | 25% | 31% | | | | |

| | Cohort Average Scaled Score | | | |
|-----------------|-----------------------------|----------|------|----------|
| | 2016 | national | 2017 | national |
| English Reading | 100 | 102.6 | 108 | 104 |
| Mathematics | 102 | 103.0 | 106 | 104 |
| SPAG | 104 | 104.0 | 107 | 106 |

| | Progress | | | |
|-----------------|----------|------|-------|--|
| | 2016 | 2017 | Floor | |
| English Reading | -3.1 | 0.5 | -5 | |
| Writing | -2.3 | -3.8 | -7 | |
| Mathematics | -1.4 | -0.9 | -5 | |

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Interpreting progress scores:

- Progress scores are centred around 0, with most schools within the range -5 to +5
- A **score of 0** means pupils in the school on average do about as well at KS2 as those with similar prior attainment nationally
- A **positive score** means pupils in the school on average do better at KS2 as those with similar prior attainment nationally
- A **negative score** means pupils in the school on average do less well at KS2 as those with similar prior attainment nationally. A negative score does not mean that the children have not made any progress, rather it means they have made less progress than other pupils nationally with similar starting points

Key Stage 1 Attainment:

Number in Y2 Cohort: 21

| Teacher Assessment | % of pupils reaching the Expected Standard and at Greater Depth | | | | % of pupils reaching Greater Depth | | | |
|--------------------|---|-----|------|-----|------------------------------------|-----|------|-----|
| | 2016 | Nat | 2017 | Nat | 2016 | Nat | 2017 | Nat |
| English Reading | 76% | 74% | 81% | 76% | 24% | 24% | 29% | 25% |
| English Writing | 72% | 65% | 67% | 68% | 24% | 13% | 14% | 16% |
| Mathematics | 72% | 73% | 86% | 75% | 24% | 18% | 24% | 20% |

| | 2016 | Nat | 2017 | Nat |
|--------------------|------|-----|------|-----|
| RWM combined Exp + | 52% | 60% | 62% | 64% |
| RWM Combined GDS | 4% | 9% | 10% | 11% |

Year One Phonics Screen:

Number in Y1 Cohort in 2017: 16

| Year | 2016 | Nat | 2017 | Nat |
|--------|------|-----|------|-----|
| % Pass | 90% | 81% | 94% | 81% |

Year Two Cumulative Phonics Screen:

Number in Y2 cohort in 2017: 21

| Year | 2016 | Nat | 2017 | Nat |
|--------|------|-----|------|-----|
| % Pass | 92% | 91% | 92% | TBC |

EYFS:

Number in FS Cohort 2017: 10

| Year | 2016 | Nat | 2017 | Nat |
|-------|------|-----|------|-----|
| % GLD | 79% | 69% | 80% | 71% |

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4. Personal Development, Behaviour and Welfare

- a. **Attendance** for last year was 96.6%. This puts us above the national benchmark. There are a few families that have a particularly low attendance rate. Some for legitimate 'medical' reasons. A couple of other families do not have good reasons and attendance meetings have been held. Some parents are still taking children out of school during term time – all requests have been marked as unauthorised – or being a little 'overcautious' with colds, sniffles and headaches.
- b. Our Wonder Wednesday Assemblies will continue to encourage children to **respect others** and **contribute to wider society and life in Britain**. This term we will be having visits from an author, paramedic and charity worker.
- c. I am particularly pleased with the variety of clubs we are offering this term to encourage and support children's **personal development** ; football, hip hop dance, tennis, art and craft, gardening, fitness and recorders. All the clubs have been oversubscribed but we have been able to accommodate nearly all of the children – only recorder club has a waiting list. 89 out of 107 eligible children (87%) have signed up to clubs which is fantastic!

d. Behaviour

Good behaviour and attitudes continue to be celebrated through the House Point System, the assembly, Achievement Book, Writers of the Week and the Playground Book.

5. SIAMS

- a. I will be meeting with Francis Bartlett (Oxford Diocese) in the next couple of months to review where we are with preparation for our SIAMS inspection that is likely to happen in the spring term.

6. Other

Finance

- a. The Resources Committee has agreed this year's budget plan. School funding is becoming increasingly tight. Thanks to careful management over the last couple of years we have generated a surplus which will ensure we are not in deficit for the next three years.

Buildings and grounds

- a. We now have a regular 'handyman' who is now working alternate weeks on a Monday morning to do DIY repairs.

Health and Safety

- a. Unfortunately the installation of the fire alarm system has been put back to the autumn half term.

Andrew Denham

21st September 2017

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7. School Contextual Information



Basic Characteristics

15 September 2017

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (126 pupils)

| Year Group | No. of Pupils | Boys / Girls | Pupil Premium | Free School Meals | Not White British * | 1st language not English * | Special Educational Needs | SEN Support | Statement | Education, Health and Care Plan | No. of Looked after Children |
|------------|---------------|-------------------------|---------------|-------------------|---------------------|----------------------------|---------------------------|-------------|-----------|---------------------------------|------------------------------|
| Rec | 19 | 13 (68.4%) / 6 (31.6%) | 0 (0%) | 0 (0%) | 2 (10.5%) | 1 (5.3%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Y1 | 10 | 4 (40.0%) / 6 (60.0%) | 4 (40.0%) | 4 (40.0%) | 1 (10.0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Y2 | 17 | 6 (35.3%) / 11 (64.7%) | 2 (11.8%) | 1 (5.9%) | 3 (17.6%) | 1 (5.9%) | 1 (5.9%) | 1 (5.9%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Y3 | 23 | 12 (52.2%) / 11 (47.8%) | 3 (13.0%) | 2 (8.7%) | 6 (26.1%) | 3 (13.0%) | 2 (8.7%) | 2 (8.7%) | 0 (0%) | 0 (0%) | 1 (4.3%) |
| Y4 | 25 | 14 (56.0%) / 11 (44.0%) | 2 (8.0%) | 2 (8.0%) | 1 (4.0%) | 0 (0%) | 3 (12.0%) | 3 (12.0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Y5 | 14 | 5 (35.7%) / 9 (64.3%) | 3 (21.4%) | 0 (0%) | 2 (14.3%) | 1 (7.1%) | 1 (7.1%) | 1 (7.1%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Y6 | 18 | 13 (72.2%) / 5 (27.8%) | 5 (27.8%) | 2 (11.1%) | 2 (11.1%) | 0 (0%) | 3 (16.7%) | 3 (16.7%) | 0 (0%) | 0 (0%) | 2 (11.1%) |
| All | 126 | 67 (53.2%) / 59 (46.8%) | 19 (15.1%) | 11 (8.7%) | 17 (13.5%) | 6 (4.8%) | 10 (7.9%) | 10 (7.9%) | 0 (0%) | 0 (0%) | 3 (2.4%) |

* Includes pupils with **Information Not Obtained**.

| Ethnic Group | No. of Boys | No. of Girls | % Pupils |
|----------------------------|-------------|--------------|----------|
| Pakistani | 0 | 2 | 1.6 |
| White - British | 56 | 53 | 86.5 |
| White and Asian | 2 | 1 | 2.4 |
| Gypsy / Roma | 4 | 2 | 4.8 |
| Any Other Mixed Background | 3 | 1 | 3.2 |
| Any Other White Background | 1 | 0 | 0.8 |
| Any Other Asian Background | 1 | 0 | 0.8 |
| All | 67 | 59 | 100.0 |