

Head teachers report for Full Governors Board Meeting 2nd February 2017

General Comment

It has been a good start to the New Year. We had a very productive INSET day in which we reflected on the work in the Autumn Term; collectively agreeing on what went well and what we can do to consolidate and further improve the quality of teaching and learning.

1. Leadership and Management

- a. The **SEF** has been updated and the **SDP** have been RAG rated and some additions (in red ink) had been made in response to the **School Review** and **Assessment Point 1** (AP1) data from last term. The Eynsham Partnership Academy (EPA) would also like schools to use the extended version of the SEF which breaks down the 4 main Ofsted areas into sub-criterion and provides further detail on each area. I have done this. The SEF, SDP and AP1 Headline data documents can be found on the governor pages of the website and on Governor Hub.
- b. **Overall effectiveness** of the school is not yet consistently good and requires improvement because:
 - more children need to be achieving age related expectations in years 4, 5 & 6 (particularly in writing)
 - progress in writing needs to be better across the school
 - boys progress and attainment needs to be as good as the girls
 - achievement of disadvantaged pupils
 - all teaching needs to be consistently good across the school
 - KS2 National Assessment Tests results need to be at least in line with National
- c. All teachers and support staff will have their mid-year **appraisals** in the first week of March
- d. Mrs Conroy and I have reviewed the impact of the **Pupil Premium Grant (PPG)** for the autumn term against the Pupil Premium Strategy Statement.
 - Money spent on Big Write training has led to higher quality teaching of writing and pupils are starting to make noticeable improvements and will hopefully become evident in their attainment and progress in the Spring Term.
 - Lesson observations have evidenced that there is good use of Teaching Assistants (not just with the less able) so that PPG children are getting a good amount teacher time during the lesson and are being supported to work more independently
 - All of the pupils undertaking the Fresh Start programme have made progress from the start of the intervention and this has started to transfer to some of the children's classroom work.
 - Attendance is good for 14/16 PPG pupils
 - Provision has just started for a pupil to receive 1-2-1 emotional literacy support
 - There has been a good take-up from some PPG families for their child to attend extra-curricular activities that have 'anecdotally' seen the children feeling happier and more confident

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Further action is going to be taken to improve the outcomes of the PPG children:

- All PPG children to have a written Pupil Profile outlining strengths and needs (including barriers to learning), pupil voice, parental contribution and targets to work on
 - Precision teaching through Key Skills focus
- e. The **Sports Funding** has been used to buy some quality gym equipment to compliment the CPD Team Teaching training with the PE staff from Bartholomew. Anecdotal evidence for the teachers is that they are now delivering higher quality PE lessons than they would have before. Anecdotal evidence from the children is that they are thoroughly enjoying gymnastics as an outcome of this teaching.
- f. We reinforced the **British Value** of tolerance, mutual respect and rule of law through a Wonder Wednesday assembly on understanding the difference between bullying and being unkind. Our school **Christian Values** were 'lived out' publicly in the community shoe box appeal event that saw parents and children form a 'human chain' to deliver 80 boxes to St Giles church from distribution to less fortunate children in Eastern Europe
- g. Staff had **Professional Development** training on online e-safety training with Nick Speller and Mrs Conroy attended a Pupil Premium Grant conference.
- h. The **teaching staff and leadership** had a very productive and collaborative INSET at the start of term. Mrs Conroy and I led sessions with the teachers on the School Review (identifying actions for the development points), Executive SDP Summary (RAG rating where we are), Pupil Premium Grant (what is going well and what needs to be improved), a review of Assessment Point 1 Data Headlines (validating the judgements) and setting the expectations for all classroom teachers with 'The Standlake Musts'.
- i. There have been several **governor visits** from Billie Tweedy focusing on RE/SIAMs as part of her governor monitoring and reporting role. Mary Wallbutton has met with the English Coordinator and Matthew Bowden has met with the Maths coordinator. Mark Turner has attended the EPA Task Group Meetings
- j. The **EPA Task Group** meetings are taking place once a short term. The purpose is to be supportive but also to hold the school to account in moving forward so that we can be 'good' at the next Ofsted inspection. The agenda focuses on progress with the School Development Plan, Self-Evaluation Form judgements, quality of teaching and learning, governance and diocese issues, quality of leadership and management, communication with staff and parents and personnel issues.
- k. As part of our ongoing effectiveness in **safeguarding** we have continued to raise pupil awareness of staying safe on the internet and all of the classes are now expected to complete an online safety lesson in the first few weeks of the start of term.
- l. **Staff wellbeing.** As part of our Health and Safety audit we needed to complete a staff 'wellbeing' risk assessment (see page 3). The results have been very positive, particularly the respect, support and encouragement that is collectively felt by the staff at the school. The areas where there is less than 100% agree/strongly agree are areas that you are likely to find some difference in any line of work or organisation however we will try to improve this further.

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STANDLAKE C E PRIMARY SCHOOL STAFF RISK ASSESSMENT RESULTS Autumn 2016

This risk assessment includes questions that relate to six potential psychological hazards that can be the causes of stress at work. These are job demands, control, support, relationships, role and change. This form was for employees to complete and discuss with their line managers and so was not anonymous.

4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree

Potential hazards	4	3	2	1
I am part of a team in which I am respected	75%	25%		
I am not subjected to bullying or harassment	85%	15%		
The amount of work I do is realistic in normal working hours *	30%	30%	30%	10%
I can do my work at a reasonable speed	40%	50%	10%	
I can cope with the demands of my job	35%	50%	10%	
I have a good deal of say over how I do my work	50%	40%	10%	
I have a variety of tasks	65%	35%		
I have some say over decisions about my work	55%	45%	5%	
I have support from a superior when I have difficulties at work	65%	35%		
I can get help and support when needed from my line manager and colleagues	65%	35%		
My colleagues relate to one another productively and cooperatively	45%	55%		
I have a clear plan of work agreed by me and my line manager	50%	40%	10%	
I understand how my work fits in to the overall aims of the whole team	65%	35%		
I understand how my work will fit in to the wider EPA picture	40%	55%	5%	
I feel encouraged to talk to my line manager at an early stage if I am unsure about anything	70%	30%		
I receive information about planned organisational change	40%	45%	10%	5%
I am offered information to enable me to understand the need for change	40%	50%	10%	
I have opportunities to ask questions about organisational change	50%	35%	10%	5%
If I have personal, health, family, relationship or financial problems, I know I can ask for support from my line manager	65%	35%		

*'Normal working hours' to mean within paid hours if a TA and within a reasonable amount of contact and non-contact time each week

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2. Quality of teaching, learning and assessment

- a. 75% of teaching has been judged as 'good'
- b. Teachers have to enter Target Tracker data by the 1st December to meet the EPA Assessment Point 1 deadline. This will provide us with the first clear indication of how well the children are progressing and attaining in this new academic year. All of the children have completed standardised reading and maths assessments that will help inform teachers with the judgements they make about the pupils
- c. All of the teachers (full and part-time) have had an hour's **lesson observation** this autumn term. All of the teachers are working extremely hard to incorporate the policies and practices that are expected in the classroom and we are seeing an impact on the learning and outcomes. We are pleased with the progress in the quality of teaching in the classrooms.

3. Outcomes for pupils

I will comment more on this at the next Governors meeting after Assessment Point 1

School Review development points for further discussions:

- *To keep an even closer eye on pupils' progress and attainment throughout Yrs. 3 to 6*
- *PP pupils' achievement is carefully supported and checked by middle leaders.*

SEN – Ruth

4. Personal Development, Behaviour and Welfare

- a. **Attendance** for Autumn 1 (Term 1) was 97.6%. This puts us above the national benchmark.
- b. We continue to encourage children to **respect others** and **contribute to wider society and life in Britain** through a range of activities that have included:
 - Contributions to the Witney Food Bank as part of our Harvest Celebration
 - 87 Shoe Boxes filled with gifts for disadvantaged children across Europe
 - £157 raised for Child in Need
- c. We have continued to encourage and support children's **personal development** through our 67 Get Inspired projects including; an afternoon visit from Oxfordshire County Music Service band who went on to give children 10 minute lesson on a variety of instruments; local artists working with a children for a day on two art projects; and 32 children taking part in the County Cross Country event.

School Review development points for further discussions:

- *Improve pupils' awareness of what they are proud of with regard to their work in school and in helping others less fortunate than themselves.*

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- Enhance the attendance rates of PP pupils so that the difference between these pupils and others is even smaller.

5. SIAMS

- a. Ms McCulloch has completed the Self-Review and Development Plan and we are meeting the Diocese Advisor on the 8th December to review how we are doing. A teacher meeting is planned for the end of the this term to share and discuss the SIAMS priorities and the monitoring that will need to place

6. Other

Finance

- a. Nothing new to report

Buildings and grounds

- a. Nothing new to report

Health and Safety

- a. We have had a Fire Risk Assessment carried out to support another 'conditioning grant' bid for an updated fire alarm system

Pupil contextual information

Pupils on role (without nursery)	139 (116)	Adopted children	1
Free School Meals	10	Total Pupil Premium children	18
Gypsy/Roma	6	SEN Statements/EHCP	1
English as Additional Language	6	SEN School Support	11
Forces	1	Exclusions since September	0
Child Protection/Child in Need	0	Racial Incidents	0
Looked after children	1		

Attendance

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
97.6%					

2013-14	2014-15	2015-16	2016-17
96.25%	96.58%	96.37%	97.6%

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

Andrew Denham

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25th November 2016