

Head teachers report for Full Governors Board Meeting 22nd March 2017

General Comment

Recent stakeholder surveys are overwhelmingly positive, progress of most children is more than expected, age related expectations has risen in most cohorts, the quality of teaching and learning has improved and there is an overall positive and enthusiastic ethos and attitude throughout the school.

1. Leadership and Management

- a. The **Self-Evaluation Form (SEF)** and **School Development Plan (SDP)** have all been updated to reflect **Assessment Point 2 (AP2)**, recent monitoring (internal and external), stakeholder survey feedback and Eynsham Partnership Academy (EPA) Task Group meeting outcomes.
- b. **Overall effectiveness** of the school is **GOOD**.
Our judgement is that we have moved from a school 'requiring improvement but with the capacity to improve' to a school that is '**good with performance indicators showing areas of concern**' (see Outcomes for Pupils on pages 4 and 5). This matches with the EPA Standards and Performance Protocol and the Task Group has moved the school from Level 3 to Level 2.

Leadership and management, teaching and learning and personal development, behaviour and welfare are all good. In-year progress outcomes for children across the school is 'above expected' for most cohorts and some groups. The culture of **high expectations and aspirations** from the leadership, teaching and the support staff for the children has led to significant improvement in the quality of teaching and learning. The **tracking of pupil progress** is robust in ensuring that pupils that are underachieving have clear targeted support (which is recorded and monitored through **provision maps**) and that those who are excelling are celebrated and efforts are made to sustain their achievement.

The drive to improve standards in the formal curriculum has not come at the expense of **extra-curricular opportunities** with a range of artistic, creative and sporting activities on offer. We are particularly pleased with the sporting success at 'county' level and the continued number of children taking part on the 67 Get Inspired Project. See Personal development, behaviour and welfare below (page 5).

- c. The impressive school improvement this year is reflected in the **exceptionally positive stakeholder survey** that has been completed with parents, pupils, staff and governors (see attached document). 76% of parents responded. There has been a significant improvement from every stakeholder group choosing 'agree or strongly agree' in almost every area. There are still areas to work on but I feel that overall the surveys demonstrate the huge strides the school has made with gaining the confidence of the parent community, the collective strength and enthusiasm of this year's staff and the positive attitude the children have at being at Standlake School.

We have a continued **vision** to see the children making better than expected progress, reaching and surpassing age related expectations while ensuring their personal (creative,

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spiritual, moral, social and cultural) development. Our **ambition** for the next couple of years is to quickly consolidate being GOOD and start to push into elements of OUTSTANDING.

- d. Teachers will be having their mid-year **appraisals** in the middle of March
- e. The **Pupil Premium Grant (PPG)** continues to receive a high level of monitoring from Mrs Conroy. She has produced a detailed tracking form to measure the progress and attainment impact on the individual children using a range of measures (academic and personal) and is currently finalising personalised Pupil Profiles. Mrs Conroy has conducted interviews with all of the children to gain a further understanding of potential barriers to their learning and how we might be able to address them.

Most of the children are doing well within the individual intervention groups, especially in the Year 4, 5 and 6 Fresh Start programme but more of the children need to transfer these skills across to their day-to-day English and Maths lessons.

- f. An updated report on how we are using the **Sports Funding** and the impact it has had will be shared at the next meeting of the Performance and Standards committee.
- g. We have continued to reinforce the **British Value** of tolerance, mutual respect and rule of law through two specific events this term. First we held a Wonder Wednesday assembly with a member of the local community who shared her Baha'i faith. The children were very curious of her beliefs and asked some challenging (but respectful) questions. Secondly, three year five pupils attended Anti-Bullying Ambassador training and then led a Wonder Wednesday Assembly for the whole school.

Our school **Christian Values** are regularly reinforced through our Monday, Wednesday and Friday Assemblies; taking teaching from Bible stories, identifying the values within them and thinking about how to apply the values to our everyday lives.

- h. Staff have had **Professional Development** through:
 - A collaborative 'writing moderation' meeting with the other EPA schools. The teachers shared and validated each other's 'STEP' judgements on children's writing
 - Teachers also had a training session with Francis Bartlett (Oxford Diocese) on Collective Worship and how this might be incorporated into the classroom
 - All staff had training from Linda Thomas, the Traveller advisor for the County
 - Mrs Conroy and I have also spent some time in teacher meetings helping the teachers to enhance the use of Learning Objectives in their lessons.
- i. Since the last FGB there have been several **governor visits** from Billie Tweedy (RE/SIAMS), Louise Weldon (Safeguarding) and Mark Turner (Task Group, Progress Meetings and Book Scrutiny), Hilary Evans (familiarisation with the school).
- j. The **EPA Task Group** meetings have continued. The last meeting was particularly positive as the school was moved from Level 3 to Level 2 in the EPA Performance and Standards Protocol.
- k. As part of our on-going effectiveness in **safeguarding** I spent 15 minutes of a recent parents presentation sharing the outcomes of an online pupil survey we had completed with the children in Year 4, 5 and 6 and a video clip of the dangers of children sharing information online. Teachers have all completed an online safety lesson this term.

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- l. Our new Anti-Bullying Ambassadors have played their part in **raising awareness and keep pupils safe** from the dangers of abuse (at a school based/playground/social media level) through a very effective assembly to the whole school and setting the Home Learning Anti-Bullying Poster Competition.

98.5% of parents, 100% of staff, 100% of governors believe children are safe in the school. 87% of children feel the same.

- m. **Staff wellbeing.** The positive Health and Safety survey (see last report) has been bolstered by the results of the staff survey last week which indicate a very positive attitude to how they feel about working in the school, their role, and the work the school is doing.
- n. We had 38% (33/88) of parents attend a **School Presentation** evening and morning. The parents I spoke to said they found it helpful and informative in understanding the position of the school. It was also appreciated that Mrs Conroy, Mr Brown and Mark Turner (Chair) contributed to the presentation.

2. Quality of teaching, learning and assessment

- a. **75%** of teaching has been judged as **'good'**
- b. A recent **learning walk** by the School Improvement Officer (James Bird) found teaching across the school, at that given time, to be good. There are, as always, areas to improve and enhance but the sense he got as he walked around the school was that teaching and learning was purposeful and effective.

Mrs Conroy and I are focusing specifically on the **quality of learning objectives and differentiation of activities in a lesson**. We have led several teacher meetings on these areas. The purpose is to 'enhance' the teaching being delivered and ensure even better consistency across the school.

- c. **Book Scrutiny** has identified significant **improvement in the quantity and quality** of work from the start of the year, particularly in Key Stage 2. Development points from the previous round of scrutiny have, on the whole, been followed up and are now evidenced in the books. There are, as always, areas to work on and these have been picked up on in the teacher meetings.
- d. **Assessment Point 2 (AP2) data** has been uploaded and shared with all governors. The document gives a very comprehensive picture of the historic and current progress and attainment information. The Performance and Standards Committee discussed this at length at their last meeting. It is important that all governors review this document, particularly pages 13-22 and the 'Commentary' boxes below the data.
- e. The detailed analysis of the data has enabled us to have **robust progress meetings** with the teaching staff to ensure that pupils who are doing well are celebrated and those that are at risk of underachieving have clear plans in place. Actions are captured in a 'Provision Map' for every class and will be reviewed as part of a learning walk focus next term.

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- f. Throughout this term we have had an **Educational Psychologist (EP)** observe how SEND pupils are accessing the curriculum in each of the classes. She has met with the class teachers and TA's to discuss the strategies they are using and make suggestions for how things could be further improved. Each class teacher has received a written report of the observation and suggested strategies. I will be meeting with the EP to discuss any common themes that can be picked up on in a staff meeting.

3. Outcomes for pupils

Overall, **progress is above expected** at the end of Spring 1 in most cohorts and some groups. **Are Related Expectations (ARE)** has improved since last year in most cohorts, especially in KS2, but is still below where it needs to be in some subjects, in some year groups and with some 'groups' particularly boys. However, with progress being above expected this picture should change as the year progresses.

The areas of concern (as mentioned in the EPA Task Teaching and Learning Protocol):

- More children need to be achieving **age related expectations (ARE)** 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**
- KS2 National Assessment Tests results need to be at least **in line with National**

While these are clear areas of concern it is also important to highlight (and celebrate) the contrast in attainment and progress picture to last year.

The table below compares pupils at age related expectations in the Summer 2 of 2016 with Spring 1 of 2017:

Year Group	Reading		Writing		Maths	
	Spring '17	Summer '16	Spring '17	Summer '16	Spring '17	Summer '16
1	87%	85%	80%	85%	87%	92%
2	81%	95%	71%	95%	71%	95%
3	71%	76%	67%	72%	72%	72%
4	76%	61%	54%	46%	54%	54%
5	76%	35%	64%	23%	70%	41%
6	68%	56%	50%	37%	81%	50%

The table below compares the STEPs progress between Summer 2 (2015) to Spring 1 (2016) with Summer 2 (2016) to Spring 1 (2017):

Year Group	Reading		Writing		Maths	
	Sum2-Spr1 2016-'17	Sum2-Spr1 2015-'16	Sum2-Spr1 2016-'17	Sum2-Spr1 2015-'16	Sum2-Spr1 2016-'17	Sum2-Spr1 2015-'16
1	3.2	2.3	2.6	1.8	2.7	1.8
2	3.6	3.6	3.5	2.9	3.8	3.1
3	3.8	2.6	3.8	2.6	3.8	2.4
4	4.5	2.7	3.8	2.3	3.9	2.8
5	4.5	2.3	3.4	1.9	3.8	2.7
6	4.6	2.8	3.1	2.1	4.3	2.2

Note: Pupils are expected to have made 3.0 STEPs progress in this time

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4. Personal Development, Behaviour and Welfare

- a. **Attendance** for the year to date (end of Spring 1) was 96.5%. 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.
- 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:
- Responsibilities within School Council
 - Anti-Bullying Ambassadors
 - Assembly on Fair Trade Fortnight
- c. We have continued to encourage and support children's **personal development** through our 67 Get Inspired project. 72 children have had an opportunity to play a musical instrument, 40 children have participated in a competitive sporting competition, and 47 children have contributed to an art project.

Children have also taken part in:

- Blake and Dahl class were involved in some tennis coaching that was filmed to provide CPD for teachers
 - Morpurgo class attended a gymnastics festival at Bartholomew School
 - Our Under 11's Indoor Athletics Team came second in an EPA event
 - Our Under 11's Mixed Hockey Team won the EPA and then West Oxfordshire Finals
 - Blake Class visited the Ashmolean Museum
 - Dahl Class visited the Oxfordshire Museum
 - Donaldson completed an art project with Jesse Whealy
 - Blake Class attended a gymnastics festival at Bartholomew School
 - Year 6 went to Bartholomew for a transition day
- d. Behaviour

This continues to be good across the school. 90% of parents, 100% of staff and governors agree/strongly agree that the school manages behaviour well and ensures that incidents are dealt with effectively. 77% of pupils believe this to be the case. We looked into why some children did not agree with this and it transpired that most of them were Year 6 girls who were concerned about having their arguments/falling in and out of friendships dealt with more effectively by the adults.

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. Collective Worship training from Francis Bartlett was helpful in getting us to reflect on how we might be able to transfer the lessons, learning and teaching from the whole school assemblies back in the classroom. She discussed the structure of a Collective Worship session and the kind of content they might have.

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6. Other

Finance

- a. An EPA internal audit was completed by Mike Lawes and Francis Hickman. The findings were that the school is at **'Medium' assurance level**. Meaning that risks are being mitigated to acceptable levels, except for the weaknesses identified and recommended improvements are required to provide an adequate and effective control environment operating within the academy.

The full audit will be shared with the Resources Committee ready for the next meeting. Areas for action are easily achievable and mainly procedural.

- b. Mrs Priestly-Smith and I have begun drafting next year's budget

Buildings and grounds

- a. We will be hearing from the DfE about our conditioning grant application for a brand new fire safety system through the school by the end of the month. The outcome will have a significant impact on the decision making of future building, grounds and maintenance project decisions for the years ahead.

Health and Safety

- a. Mrs Priestly-Smith is working on the few actions identified in the excellent Health and Safety audit we had last term

Andrew Denham

20th March 2017