



'Laying Foundations for Life'

Head teacher's Report to the Governors November 2017

Pupils on Roll	Year Group	2017
Nursery 1		14
Nursery 2		31
Reception		48
Year 1		41
Year 2		45
Year 3		27
Year 4		43
Year 5		41
Year 6		37
Total		327(FTE 303)
Admission number		45
LAC		11
PP		144
EYPP		10

Free School Meals		Autumn	Spring	Summer
	No. of pupils	98		
	% of school roll	35		

SEN Register	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
SEN	6	12	13	15	7	9	12	13	87
Statutory Assessment									
								Total	87
31.2 % SEN (31%without nursery)									

SEN	SENCO	Alison Jones	School Roll (R – Y6)	282	% of School Roll	29
	SEN Governor		No. of Pupils on Register	81	(81 not inc. Nursery)	

Needs of pupils identified through school provision map and school accesses 'Outreach' services through SEN Consortium such as Speech and Language, Learning and Behaviour support from Aigburth High and Hope and more recently CAMHs. Additional support includes EMTAS and Working Together team. Termly review of targets, progress and provision undertaken.

Exclusions		Autumn	Spring	Summer
	No. of pupils	2		
	% of school roll	0.6%		

Attendance		Autumn	PP	Spring	PP	Summer	PP
	%	96.3	96.3				
	Authorised	1.8					
	Unauthorised	1.9					

Staffing	Teacher 19	LearningMentor 1	NNEB 2	Teaching/WA 13	Administration 2	Premises 6
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Achievement and Attainment Cohort 2016 2017 Headlines

KS1 Attainment headlines 2016 – 17

Subject	School Percentage of pupils achieving 'expected standard'	National Percentage of pupils achieving 'expected standard'	School Percentage of pupils achieving 'Greater Depth' standard.	National Percentage of pupils achieving 'Greater Depth' standard.
Reading EYFS 52%	63%	76%	15%	25%
Writing 48%	59%	68%	5%	16%
RWM GLD 48%	52%		4%	

KS2 attainment headlines 2016 17

KS2 Standards 2016 17	School	National
The percentage of pupils achieving the expected standard in mathematics	76%	61%
The percentage of pupils achieving the expected standard in writing	68%	71%
The percentage of pupils achieving the expected standard in reading	74%	76%
The percentage of pupils achieving the expected standard in grammar, punctuation and spelling	73%	75%



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The percentage of pupils achieving the expected standard in reading, writing and mathematics	56%	77%
Percentage of pupils who achieved at a higher standard in reading	12%	25%
Percentage of pupils who achieved at a higher standard in writing	3%	18%
Percentage of pupils who achieved at a higher standard in maths	15%	23%
Average scaled score in Reading	103	104
Average scaled score in Maths	103	104
Average scaled score in GPS	103	106

KS2 Progress 2016 17

Subject	School	Current floor standard (sufficient progress)
Reading	1.4	-5
Writing	-0.3	-7
Mathematics	1.6	-5

Progress scores indicate that our school has met the required Floor Standard.

Performance Management

- All performance management objectives reviewed Autumn 17.
- Objectives set for 2017/18 include:
 - SDP objective
 - Pupil progress objective
 - Professional Development objective (Teachers Standards)



School Development Priorities 2017/18

Key Priorities

OFSTED 2015 Actions to be outstanding:

Improve the quality of teaching further and increase pupils' progress by:

- checking that the work set for the most-able pupils is always hard enough, especially in Key Stage 1
- raising expectations of pupils' handwriting and increasing their confidence to solve problems in mathematics
- raising expectations of pupils' handwriting and increasing their confidence to solve problems in mathematics
- ensuring pupils have opportunities to apply their computing skills in lessons.

Adjust the assessment system in the early years so that it is easier to analyse children's overall progress.

Increase the role of subject leaders, other than leaders of mathematics and English, in identifying precisely the priorities that will accelerate pupils' progress in their subjects.

SDP Priorities

Leadership and Management:

- Induction – new staff
- Safeguarding and child protection/PREVENT (LA Review)
- E Safety – SAFE/Ambassadors
- OFSTED – latest framework/SEF/School Evaluation
- Diminish the Difference: Promote opportunity; break down barriers to learning; secure and monitor impact of Pupil Premium activities eg. intervention/extra curricular activities etc
- Co-ordination and school evaluation of Foundation subjects/areas of responsibility and tracking of progress/impact by subject leaders/champions
- Leadership – KS Managers/SAMs monitoring and evaluation re: attainment (groups)/diminishing the difference (pupil premium) using in house data and ASP (previously RAISE)
- Arts Mark
- Pupil Voice quality mark
- PSQM
- Healthy School Award
- Sports Kite Mark (Silver)
- NAPTA – TA appraisal/professional development
- Developing relationships with parents/families

Quality of teaching and learning:

- Secure and promote consistent approach re outstanding teaching and learning based on principles of Assessment for Learning across school and outcomes of Collaborative Practice. (AFL/Terminology re LOs/Success criteria – child friendly)
- Secure impact of feedback upon progress – develop language of learning staff and chn
- Develop and embed of the whole-school, cumulative and systematic process for teaching



writing through the Primary Partnership Project, Talk 4 Writing.

- Develop strategies and intervention to accelerate progress of pupil premium pupil and challenge for more able pupils*.
- Collaborative Practice Action Research model to continue to secure and promote outstanding teaching and learning
- Use analysis of EYFS Profile, Development Matters, SATs, Hodder and Rising stars etc to identify implications for teaching and learning and curriculum targets*

Curriculum/Teaching and Learning – Raising Standards in English and Maths:

Speech and language:

- Revisit baseline speech and language assessments – whole school awareness
- Narrative strategy – intervention, EYs and whole school approach
- Public Speaking

Writing

- Develop and embed the whole-school, cumulative and systematic process for teaching writing through the Primary Partnership Project, Talk 4 Writing including the **processes of shared writing** with a strong and systematic focus on securing the basics of **handwriting***, **phonics/spelling and grammar** in relation to what is needed for progress and the text type being taught.
- Develop strategies to promote secure writing skills in Early Years (T4W)*
- Embed narrative strategy as a tool to secure speech and language for writing in early years and SEN – FS, KS1, KS2
- Grammar – adults and children – spoken word
- Target pupil premium pupils to undertake weekly guided write with teacher. (Writing tutoring project)

Reading;

- Develop reading fluency and understanding – key skills/understanding:
 - Inference skills – make, explain and justify
 - Understanding of text structure
 - Comprehension monitoring (ability to monitor and appraise one's own understanding)
- Secure fluency and understanding through continuous shared reading and reading in depth for comprehension (Talk4Writing project)
- Embed consistent approach to teaching of spelling and grammar across all key phases.
- Review whole school procedures and practice re use of ORT to teach reading in FS/KS1:
 - Shared reading
 - Guided reading
 - Home reading
 - Key vocabulary and tricky words
 - Letters and sounds
 - Links to early writing
 - Comprehension skills

Maths:

- Embed whole school approach/scheme of work to develop mathematical reasoning and competence/mastery*



- Secure fluency and accuracy of basic skills/mental arithmetic
- Provide effective challenge for more able pupils to secure higher levels of achievement*

Science:

- Seek PQSM award and use audit tool to evaluate and enhance provision particularly with regard to investigation skills
- Review 'Rising Stars' Assessment tool to support teacher assessment, accelerate progress and track pupil progress
- KS1 secure evidence portfolio to support assessment judgements.
- Seek out opportunities for outdoor learning – school grounds, local area, secondary schools, museums etc (minimum half termly).
- Review assessment for investigation skills.
- Achieve Healthy school award.

SEN

- Develop impact of IEP/provision to secure progress/attainment of SEN pupils
- Seek Inclusion Mark to promote excellence in provision and outcomes
- Update Local Offer
- SEN Consortium/outreach provision – meeting needs with less resource – measuring impact?
- ASD – whole school provision/professional development

Assessment:

- Ensure EYs data base allows effective analysis of pupil outcomes in order to further promote progress and achievement.
- Review Reception Baseline Assessment and use TA/MER to promote progress and diminish the difference.
- Use ASP to support school evaluation
- Develop consistent approach to use of Hodder progress scores in – year.
- Review use of miscue analysis to support progression in reading and target setting for pupils eg IEP
- Embed Rising Stars Assessment tool for science and develop tracking system to evaluate progress and attainment in science.
- Develop moderation/standardisation of writing across school
- Develop use of CAT assessments to inform provision/intervention and pen portraits.

Creative Curriculum

- Seek Arts Mark to secure opportunity/excellence and to promote a broad and balanced curriculum.
- Complete review of curriculum matrix re PoS, key skills and curriculum assessment tools to secure delivery of curriculum and to raise attainment and promote progress of pupils
- Subject leaders to identify precise priorities to secure key skills and accelerate progress in their subjects.*
- Identify stop days – planned and unplanned eg. St. George's day, Remembrance; Chn in Need; World events
- Analyse and secure skills Progression across the Creative Curriculum
- Research subject specific OFSTED survey visit results – what are the key points that make a grade of outstanding and good for each FS? Identify criteria for good and outstanding T&L



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for each FS subject

- Review EDNET/School Improvement Service training opportunities – universal offer and bought in

RE

- Review curriculum units across phases – personalise Local RE syllabus
- Establish schedule of visits to places of worship across key phases/visitors – first hand experience

Computing:

- Use digital technologies to enhance teaching and learning across the curriculum
- Develop effective use of IPADs to enhance teaching of computing and cross curricular links*
- Embed use of Padlet and IMovie to promote collaborative learning, independent and peer review and application of skills through cross curricular link/topic*
- Develop basic skills – word, excel, searching internet

Professional Development – self management:

- Update and maintain knowledge re OFSTED Framework/ guidance/evaluation
- Review and adapt planning and teaching and learning in line with requirements of National Curriculum
- Maintain National Teacher Standards/expectations
- Use EDNET as resource for subject/phase/focus area responsibility and share key outcomes with staff.

School to school practice/LA support:

- Learning Network
- SEN Consortium
- LA Primary Curriculum Group
- Families Strategic Group/Workforce Development
- Assessment Network group
- Curriculum Network grp
- English/Maths subject leader group
- ECC Collaborative Partnership (Edge Hill Uni)
- ESafety neighbourhood group

SDP actions, outcomes of monitoring and evaluation and pupil progress reviewed by Curriculum and Monitoring Committee - refer to minutes.

Chair of Curriculum and Monitoring Committee: Sue Roberts

Link Governors:

SEN Sue Roberts and Emma Poulson

EYFS Karen Devine

PP Jane Casey

Maths John Youds and Sam Fong

English Emma Poulson

Creative Curriculum Kate Cosgrove

Safeguarding Richard Finch and Kate Cosgrove

Maths Governor: John Youds

English Governor: Emma Paulson



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Training Days	Dates	Focus
	4.9.17	School Priorities School procedures Teaching and Learning/Behaviour Policy review Safeguarding/child protection policy review AU Policy review
	18.10.17 Twilight	Performance Management Review/Objectives/SDP
	9.3.18	Talk4Writing Big Day 3
	24.5.18	Assessment and Reporting
	1 x TBC	Mastery/Greater Depth and higher attaining pupils
	1 x Twilight TBC	PE T&L

School Activities/Adventurous Learning Autumn Term 2

- SEAL Assembly with parents (New Beginnings)
- EYFS Parent ORT Stay and Read event/Phonics and Numbers Count Workshops for Parents
- EWO PA Parent Meetings
- Performance Management
- Paediatric Training EYFS
- First training for School First Aiders
- 'Meet the teacher' sessions FS – KS2
- Parents' Evenings Dec 7th
- Assessment week
- Pupil Progress Reviews
- Weekly Parents Group
- Beanstalk Volunteer Reader Programme
- Y6 Salford WW2 Museum and Lowry Gallery visit
- Y4 Cadbury's World Birmingham
- Y1 Speke and Locality – out and about.
- Photography Projects – Day in the Life of Stockton Wood
- Parent Curriculum Celebration days
- SEN South 1 Consortium – SEN Planning day
- Wider opportunities music programme and tuition – recorder/flute/clarinet
- Family photographs
- School Council attendance at Liverpool Schools' Parliament
- Let's Ramble for Children in Need Family event – Maths' Trail.
- Firework Safety (Fire Service)
- Road Safety (Drama group)
- CSE Drama Workshops
- Humantopia – self esteem project for vulnerable chn.
- QP and QP Outreach project
- ECC Collaborative Learning Partners
- Football League
- Curling Competition
- Indoor Athletics
- Badminton Competition



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- Hosting of NQT Induction re intervention
- Learning Network Hubs: Maths, EYFS, Writing Moderation
- Reception/Y6 Transfer/admissions support
- Nativity – Whole School Community celebration
- Family Christmas Parties

Safeguarding	
LAC	2 family/4 children
EHAT	13 Families/ 16 children
Child in Need status	0 families/ children
Child Protection status	3 families/6 children
Number of CP referrals made	1
Number of allegations against staff reported to LADO	0
Number of bullying incidents	0
Number of racist/homophobic incidents	0
PEP Reviews	1
Additional information:	
<ul style="list-style-type: none"> • Annual Child Protection/Safeguarding training update undertaken by all staff. • DSL/Child Protection Officers completed LA annual Safeguarding training. • Child Protection policy and Safeguarding policy reviewed by Governors annually. • Safeguarding Governors: Richard Finch (Chair) and Kate Cosgrove • Safer Recruitment training completed by 2 staff and 1 Governor • School member of 'I Speke Out' E Safety project for Neighbourhood • Learning Mentor continues to support vulnerable families and signposts services for support and supports the breaking down of barriers to learning. 	

S.E.Stacey 28.11.17