



*'Laying the Foundations for Life'*

### Head Teacher's Report to Governors 2018

Pupils on Roll	Year Group	2018
Nursery 1		3
Nursery 2		36
Reception		49
Year 1		48
Year 2		42
Year 3		45
Year 4		29
Year 5		44
Year 6		41
Total		372(FTE 318)
Admission number		45
LAC		7

Free School Meals		Autumn	Spring	Summer
	No. of pupils	103		
	% of school roll	34.6		

SEN Register	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
SEN	8	14	12	11	14	8	14	15	96
Statutory Assessment									
								Total	96
128.4% SEN (29% without nursery)									

SEN	SENCO	Alison Jones	School Roll (R – Y6)	298	% of School Roll	29
	SEN Governor		No. of Pupils on Register	88	(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	0		
	% of school roll	0		

Attendance		Autumn	Spring	Summer
	All	96.7%		
	Pupil Premium	96.1%		
	Authorised	1.7%		
	Unauthorised	1.7%		
	PA	9%		

Staffing	Teacher	Learning Mentor	NNEB	Teaching/Welfare Assistant	Administration	Premises
	15 (inc CO'K)	1	2	13 ( inc. 2 on Mat. Leave)	2	6 +4 (catering)

### KS1 Attainment Headlines 2017- 18

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.	Target: % Expected Standard 2018 19	Target: % Higher standard 2018 19
Reading	71%	75%	18%	26%	67%	25%
Writing	64%	70%	9%	16%	62%	8%
Maths	76%	76%	13%	22%	64%	14%
RWM	62%	65%	4.4%	TBC	57%	TBC

2018 19 COHORT: 29% SEN. 62% PUPIL PREMIUM

### Year 1 Phonics Check 2017 18

Outcome		Average Mark		Target
2018		2018		2019
School	National	School	National	School
76.2%	82.5%	32.4	33.9	79%

### EYFS Outcomes 2017 18

No. Pupils	Reading		Writing		Maths		GLD	
	2018	Nat	2018	Nat	2018	Nat	2018	Nat
All	60.4%	77.0%	56.3%	73.6%	64.6%	79.6%	52.1%	71.5%

## KS2 Attainment Headlines 2017 18

NB. Y6 2018 19 COHORT: 29 Boys 11 Girls. 51% GLD. 32% SEN. 72% Pupil Premium

KS2 Standards (Year 6)	School	National	Target
The percentage of pupils achieving the expected standard in mathematics	68%	76%	77%
The percentage of pupils achieving the expected standard in writing	76%	78%	62%
The percentage of pupils achieving the expected standard in reading	65%	75%	72%
The percentage of pupils achieving the expected standard in grammar, punctuation and spelling	76%	78%	72%
The percentage of pupils achieving the expected standard in reading, writing and mathematics	57%	64%	60%
Percentage of pupils who achieved at a higher standard in reading	19%	28%	22%
Percentage of pupils who achieved at a higher standard in writing	8.1%	20%	20%
Percentage of pupils who achieved at a higher standard in maths	8.1%	24%	27%
Average scaled score in Reading	101	105	
Average scaled score in Maths	101	104	
Average scaled score in GPS	103	106	

## KS2 Pupils' Progress Headlines 2017 - 18

Subject	School	Current floor standard (sufficient progress)
Reading	-0.5	-5
Writing	1.3	-7
Mathematics	-0.6	-5

## School Development Priorities 2018/19

### 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
- 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.

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### SDP Priorities:

**1. Develop whole school strategic approach to raising boys' attainment (underpinned by research):**

- **EYFS** – Develop PSED/Physical Development (Outdoor environment)/Oracy
- Enhance **Culture/Emotional Intelligence** through AQP/School ethos
- Adjust **teaching and learning styles/strategies** (research and links with T4W strategies)
- Promote **leadership for boys**/positive role models
- Drive **Parental Engagement/Expectations** (Link with Restorative Practice)
- Evaluate through **Collaborative Practice** – action research @ Stockton Wood – communication/T&L strategies

**2. Implement Restorative Practice to lead children to build strong relationships, develop empathy and resolve conflict and enhance SMSC development:**

- **Restorative Thinking Toolkit** - children to explore and reflect upon their own attitudes and beliefs, to become more empathic, to build resilience in dealing with conflict and to learn the skills required to be peaceful problem solvers
- **Engage parents** to develop a **restorative practice support tool** (in partnership with Liverpool (Troubled) Families Programme\* and Restorative Thinking Limited)
- Evaluate impact upon **attendance, attainment, reduction of exclusions and further enhancing behaviour for learning** in school.

*\*Troubled Families is a programme of targeted intervention for families with multiple problems, including crime, anti-social behaviour, truancy, unemployment, mental health problems and domestic abuse administered by the Department for Communities and Local Government.*

**3. Implement LifeSavers financial education programme for children and their families to learn about money and how to manage it wisely and develop financial skills for life:**

- **Financial education:** Values-based cross curriculum (maths) for KS1&2, to embed financial education across the whole school.
- **School savings club:** a practical opportunity to encourage children to save in school and experiential learning of handling money, run by pupil and adult volunteers, supported by the local credit union.
- **Wider parental and community engagement:** involve parents and carers in their child's learning and enhance their own financial capability, and build links with local credit union and other community organisations.

## **Annual Improvement Practice in response to annual MER/National Guidance**

### **Leadership and Management:**

- Safeguarding and child protection/PREVENT/E Safety (LA Review)
- OFSTED – latest framework/SEF/School Evaluation
- Diminish the Difference by raising standards of attainment of Pupil Premium pupils: Promote opportunity; break down barriers to learning; secure and monitor impact of Pupil Premium activities eg. intervention/extra curricular activities etc
- Quality Marks – audit tools to support school evaluation and momentum for developments eg. Arts Mark, Pupil Voice quality mark, PSQM, Healthy School Award, Sports Kite Mark (Silver), NAPTA – TA appraisal/professional development
- Succession Planning/provision – DHT. Arts, Music and Design Manager, NPQHSL

### **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 – language of learning staff and chn
- Further develop and embed of the whole-school, cumulative and systematic process for teaching writing through the Primary Partnership Project, Talk 4 Writing.
- Develop strategies, intervention and challenge for more able pupils\*.
- Collaborative Practice Action Research model to continue to secure and promote outstanding teaching and learning

### **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**

- 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.

#### **Reading;**

- Secure reading fluency and understanding – key skills/understanding:
- Inference skills – make, explain and justify
- Understanding of text structure
- Breadth of vocabulary
- 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.
- Secure consistency re procedures and practice regarding use of ORT to teach reading across FS/KS1 (Transition)

#### **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 MA pupils to secure higher levels of achievement\*

**SEN**

- Seek Inclusion Mark to promote excellence in provision and outcomes
- ASD – enhance whole school expertise/professional development in response to growing need.

**Assessment:**

SIL Assessment (Collaborative) Project focus areas:

- EYFS: Further development of data base and practice with City Schools to support effective analysis of pupil outcomes in order to further promote progress and achievement.\*
- Science: Further development of database and practice in collaboration with City Schools to evaluate progress and attainment in science.

**Creative Curriculum**

- Ongoing review of curriculum intent, implementation and impact (matrix, PoS, key skills and curriculum assessment tools) to secure delivery of curriculum and to secure mastery of curriculum by pupils and raise attainment.
- Subject leaders to identify precise priorities to secure key skills and accelerate progress in their subjects.\*
- Analyse and secure skills progression across the Creative Curriculum
- Research subject specific OFSTED survey visit results

**RE**

- Review curriculum units across phases – personalise Local RE syllabus
- Embed 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
- Embed 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\*
- Further 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/SIL LA support:**

- South Liverpool 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*

*Pupil Premium Jane Casey*

*Maths Sam Fong*

*English Emma Poulson*

*Creative Curriculum Emma Paulson*

*Safeguarding and Attendance Richard Finch and Emma Paulson*

### Performance Management

- All performance management objectives reviewed Autumn 18.
- Objectives set for 2018/19 include:
  - SDP objective
  - Pupil progress objective
  - Professional Development objective (Teachers Standards)

Training Days	Dates	Focus
	3.9.18	PE Teaching and Learning: <ul style="list-style-type: none"> <li>• Features of Good PE lesson/skills development</li> <li>• Gymnastics: Planning and progression</li> <li>• Health and Safety</li> </ul>
	*4.9.18 (Weekly Staff training))	Safeguarding/ Keeping Chn Safe DFE 2018/ Child protection policy 2018
	18.10.18 Twilight	Performance Management Objectives/SDP Priorities 2018 19
	23.1.19	Restorative Practice training
	23.5.19/24.7.19	Assessment Review and Reporting
	1 x Twilight 2019	Curriculum Intent/Implementation