

Head teacher's Report to the Governors

Summary October 2019

Pupils on Roll	Year Group
Nursery 1	6
Nursery 2	30
Reception	48
Year 1	49
Year 2	48
Year 3	42
Year 4	45
Year 5	29
Year 6	43
Total	340 (322 FTE)
Admission number	50 FS/KS1 45 KS2
LAC	1

Free School Meals			
	No. of pupils	104	
	% of school roll	34.2	

SEN Register	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
SEN	4	11	17	9	11	12	8	14	86
Statutory Assessment									
								Total	86

SEN 82 (27% without nursery)

SEN	SENCO	Alison Jones	School Roll (R – Y6)	82	% of School Roll	27
	SEN Governor	Sue Roberts	No. of Pupils on Register	304	(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 organisations such as OSSME and SENISS. Additional support includes EMTAS and Working Together team. Termly review of targets, progress and provision undertaken.

Exclusions			
	No. of pupils	0	
	% of school roll	0	

Attendance		Autumn 19	
	All	96.6	
	Pupil Premium	95.6	
	Authorised	1.5	
	Unauthorised	1.9	
	PA	7 (23 pupils)	

Staffing	Teacher	Learning Mentor	NNEB	Teaching/Welfare Assistant	Administration	Premises
	19 (inc CO'K)	1	2	(12inc.1 on Mat. Leave)	2	9

Achievement and Attainment Cohort 2018 - 19 Headlines

EYFS Outcomes 2018 - 19

No. Pupils	Reading		Writing		Maths		GLD Good Level of development	
	2019	Nat	2019	Nat	2019	Nat	2019	Nat
All	57%	77.0%	53%	73.6%	55%	79.6%	53%	71.5%

Year 1 Phonics Check 2018 - 19

Outcome		Average Mark	
2019		2019	
School	National	School	National
77%	82%	30.2%	tbc

KS1 Attainment Headlines 2018 -19

(Cohort 55% Disadvantaged, 26% SEN, 43% Boys)

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	79%	75%	26%	25%
Writing	69%	69%	12%	15%
Maths	69%	76%	17%	22%
RWM	64%	65%	10%	11%

KS2 Pupils' Progress Headlines 2018 – 19

(Cohort data: 74% Disadvantaged, 70% Boys and 41% SEN)

Subject	School	National/Expected progress
Reading	0.2	0
Writing	0.9	0
Mathematics	0.4	0

KS2 attainment headlines 2018 – 19

KS2 Standards	School	National
The percentage of pupils achieving the expected standard in mathematics	73%	79%
The percentage of pupils achieving the expected standard in writing	70%	78%
The percentage of pupils achieving the expected standard in reading	57%	73%
The percentage of pupils achieving the expected standard in grammar, punctuation and spelling	71%	78%
The percentage of pupils achieving the expected standard in reading, writing and mathematics	53%	65%
Percentage of pupils who achieved at a higher standard in reading	14%	27%
Percentage of pupils who achieved at a higher standard in writing	17%	20%
Percentage of pupils who achieved at a higher standard in maths	10%	27%
The percentage of pupils achieving the higher standard in reading, writing and mathematics	2.5%	11%
Average scaled score in Reading	102	104
Average scaled score in Maths	103	105
Average scaled score in GPS	104	106

Trends over time:

Foundation Stage:	Ave	2017	2018	2019	
Good Level of Development ²	52.9%	53.5%	52.1%	53.1%	
Average Total Point Score	28.8	28.0	28.6	29.9	
All Goals: At least expected	52.9%	53.5%	52.1%	53.1%	
Prime: At least expected	59.1%	55.8%	58.3%	63.3%	
Specific: At least expected	53.6%	53.5%	54.2%	53.1%	

Key Stage 1	Ave	2017	2018	2019	
Reading ≥ EXS	42 70.9%	63.0%	71.1%	78.6%	
Writing ≥ EXS	42 64.3%	59.3%	64.4%	69.0%	
Maths ≥ EXS	42 70.4%	66.7%	75.6%	69.0%	
RWM ≥ EXS	42 59.5%	51.9%	62.2%	64.3%	

Key Stage 2	2017	2018	2019	
Reading ≥ Exp. Std.	42 67.6%	64.9%	57.1%	
Writing TA ≥ EXS	42 73.5%	75.7%	66.7%	
Maths ≥ Exp. Std.	42 73.5%	67.6%	73.8%	
RWM ≥ Exp. Std.	42 58.8%	56.8%	50.0%	

A clear understanding of the context of **each** cohort within our school is necessary when evaluating outcomes for pupils.

We have a significant % of children with SEND within each cohort, for example:

- 2017 18 Y6 cohort had 32% of children with SEND compared to 12% nationally placing our school in the top 20% of schools re % SEND.
- 2018 19 Y6 cohort SEN 41%, 74% Disadvantaged and 70% boys.

School Development Priorities 2019/20

Key Priorities

OFSTED 2015 Actions:

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

Maintain and enhance quality of teaching and learning (education) so that it is consistently good or better to support the raising of achievement.

Targets:

- 100% of lessons are good or better.
- 40% of lessons observed are outstanding.
- All pupils make expected progress (Hodder)
- Pupils' progress compares favourably with national outcomes
- Year Group targets are achieved.
- Boys' targets are set and achieved - raising attainment of boys and narrowing gender gap (as appropriate)

Key Stage Targets/ASPR:

(ES: Expected Standard, GD Greater Depth)

Subject	KS1 Target		KS2 Target	
	ES	GD	ES	GD
Reading	79%	19%	73%	23%
Writing	77%	10%	75%	16%
Maths	73%	19%	79%	21%
RWM	65%	TBC	73%	TBC

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. Review creative curriculum (intent), implementation and impact to secure delivery of curriculum and to secure mastery of curriculum by pupils and raise attainment.

- Infuse vocab across curriculum to enhance impact (Chris Quigley CPD)
- Enrich cultural capital across curriculum
- Develop learning styles to embed learning within long term memory (engagement, peer to peer/audience, application through problem based learning etc)
- Ensure sequential teaching embeds concepts, knowledge and understanding.

3. **Reading – raise attainment (KS2/Boys attainment/LA) : EEF Improving Literacy/T4W**
 - Develop pupils’ language capability to support their reading and writing (through development of cultural capital)
 - Support pupils to develop fluent reading capabilities
 - Teach reading comprehension strategies through modelling and supported practice
 - Develop knowledge and effective management of the home and school reading scheme

4. **Launch NW Hub Teaching for Mastery Work Project to further develop our curriculum and lesson design to develop the mastery approach in a more coherent fashion across the school by:**
 - promoting whole-class interactive teaching (**Boys’ achievement**)
 - further developing differentiation through the support and intervention provided to different pupils (**raising attainment**)
 - developing the questioning and scaffolding individual pupils receive in class as they work through problems and challenging higher attainers through more demanding problems which deepen their knowledge of the same content. (**more able**)

5. **Establish Restorative Practice to lead children to build strong relationships, develop empathy and resolve conflict and enhance SMSC development (Year 2 of project):**
 - **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** – RP Parent Toolkit
 - 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.*

Annual Improvement Practice in response to annual MER/National Guidance

Leadership and Management:

- Safeguarding and child protection/PREVENT/E Safety
- 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, NPQHSL and NPQHML (subject leadership)

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: ongoing

Speech and language:

- Baseline speech and language assessments – maintain whole school awareness
- Narrative strategy – intervention, EYs and whole school approach
- Public Speaking – promote opportunities

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 through continuous shared reading and reading in depth for comprehension (Talk4Writing project)
- Develop inference skills – make, explain and justify
- Expand breadth of vocabulary
- 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 to develop mathematical reasoning and competence/mastery* (Maths Hub project and excellent teacher model)
- Secure fluency and accuracy of basic skills/mental arithmetic
- Provide effective challenge for more able 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 'high need' cases.

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.

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 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
- 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
- EYFS Boys' Achievement Neighbourhood Project
- 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

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.

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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

EYFS Karen Devine

PP Jane Casey

Maths Sam Fong

English

Creative Curriculum

Safeguarding Richard Finch and Emma Paulson

Professional Development

Performance Management
<ul style="list-style-type: none"> ➤ All performance management objectives to be reviewed Autumn 19. ➤ Objectives set for 2019/20 include: <ul style="list-style-type: none"> ▪ SDP objective ▪ Pupil progress objective ▪ Professional Development objective (Teachers Standards)

Training Days	Dates	Focus
	2.9.19	School Priorities 2019/20 (All staff) Safeguarding/Child Protection Policies/Practice and Keeping Children Safe Document 2019 (All staff) Pupil outcomes/progress 2018/19 Policy and practice –school handbook 2019 - 20
	3.9.19	Creative Curriculum Review: Rationale/journey so far – Intent, Implementation and Impact How driving questions secure problem based learning? (for retention in long term memory) (Impact) Use vocabulary as tool to secure mastery of curriculum and promote cultural capital (Impact)
	17.10.19 Twilight	Performance Management Review/Objectives/SDP 2018 19
	19.11.19	Infusing a Rich Vocabulary throughout the Curriculum – Curriculum Design (Intent, Implementation and Impact)
	TBC	Restorative Practice
	22.5.20	Assessment and Reporting

Keeping Children Safe DFE 2019 Safeguarding Overview
<ul style="list-style-type: none"> • Annual Child Protection/Safeguarding training update undertaken by all staff: 4.9.19/17.10.19. • Head teacher Safeguarding Briefing: 17.9.19. • Designated Safeguarding Leads completed LA annual Safeguarding training and Signs of Safety training: 7.10.19, 8.10.19, 9.10.19, 10.10.19. • Child Protection policy and Safeguarding policy reviewed by Governors annually: 21.10.19. • Safeguarding Governors: Richard Finch (Chair) and Emma Paulson • 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. • School member of LIT Area Programme supporting children at risk of criminal exploitation • School invests in School Family Support Service through SLA to provide Early Help

<p>S.E.Stacey Head teacher October 2019 www.stocktonwoodprimary.co.uk</p>
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