Headteacher's Report to Governors

Spring Term 2014

charles dickens primary school

we have great expectations

The leadership and management of the school

Headteacher's Report to Governors

Spring Term 2014

Leadership

Staffing update

Staff leaving

- FH – Reception teacher l – on maternity leave earlier than planned 20/3/2014
- Graduate TAs – 2 leaving to pursue teacher training – 1 with CDPS school direct scheme and 1 with School Direct elsewhere.
- 2 teachers leaving – August relocating to Cumbria.

New staff

- Process of appointing maternity cover has begun
- Appointment of additional PPA cover for Sept onwards
- School will be employing 3 school direct students as NQTS in Sept subject to successful completion of NQT year.

Changing roles

- JM to be acting phase leader for EYFS whilst FH on maternity leave.
- DJ to be acting eco – coordinator whilst FH on maternity leave

School numbers and basic characteristics

Number on roll	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
	42	*60*	*61*	*45*	*45*	*45*	*45*	*39*

Basic characteristics of the school			
Characteristic	National	School	Comparison
Number on roll	**251**	**340 (+ 42 nursery)**	**Above average**
% free school meal eligibility	**26.2**	31% 59% (using ever6)	Above average – Nb – YR not included in Ever 6
% pupils from minority ethnic groups	**27.7**	77.33	Significantly above average
% pupils with first language not English	**17.5**	4%	Siginifacntly above average
Deprivation indicator	**0.24**	0.35	Abover average
Average points score on entry (Y6 in 2011)	**15.3**	15.9	Slightly above average.

Leadership

Pupil Premium expenditure

Total amount allocated for 2013/14 £154,000

Use of funding:

Focus on Learning in the curriculum 66%
Focus on social, emotional and behaviour 15%
Focus on enrichment beyond the curriculum 13%
Focus on early interventions 6%

Strategy – Autumn Term	Cost	Impact judgement
Increasing learning time and individualising Support – menu of small group and 1 to 1 tailored support	£19,191	High – especially 1 to 1 reading and y6 boosting.
Minimising the impact of emotional and behavioural barriers to learning	£8332	High - % red forms fallen and attendance rising.
Extending more able pupils - increasing targeted provision for FSM pupils identified as more able	£9458	Medium
Narrowing the gap between FSM and Non FSM in Early Years	£9471	High – strong pupil progress for YN and YR
Increasing access to curriculum focused arts enrichments	£2500	High individual outcomes in writing for each project
Total expenditure	*£53,992*	

Leadership

Pupil Premium expenditure – Spring 2014

Total Fund Remaining (spring and summer) **: £90908**

Projected Cost for Spring Term: £45,301

Focus on Learning in the curriculum 50%
Focus on social, emotional and behaviour 27%
Focus on enrichment beyond the curriculum 7%
Focus on early interventions 16%

Strategy – Summer Term	Cost
Increasing learning time and individualising support – menu of small group and 1 to 1 tailored support: **New for Spring Term 2014:** Small group phonics boosting - daily 30 minute sessions before school. Experienced KS2 teacher providing additional 1:2 and 1:1 tutoring during school hours for PP pupils	**£20,380**
Minimising the impact of emotional and behavioural barriers to learning	**£12,332**
Extending more able pupils - increasing targeted provision for FSM pupils identified as more able:	**£2245**
Narrowing the gap between FSM and Non FSM in Early Years	**£7124**
Increasing access to curriculum focused arts enrichments	**£3220**
Total expenditure	***£45,301***

Leadership

Curriculum update

New Curriculum September 2014: - school in strong position as already adopted new expectations of English and Maths – next steps to make small changes to calculation policy pre Sept 2014

- Very few changes as topics already history and geography - introduction of 'stone age to Iron Age' and History of Benin (W Africa 900 – 1300ad) in Yrs 3/4)

Training:

- Inset days in January and February 2014 – updating subject knowledge in English and reviewing 2 year cycle of topics and associated learning foci
- All coordinators reviewing their schemes of work
- All coordinators of core subjects attending Southwark training

Leadership

Events and Projects this term

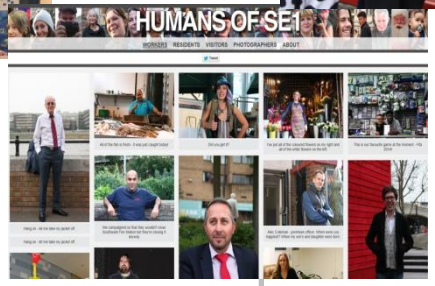
Curiosity Shop –

Year 1/2

Immersive theatre project installing bric and brac 'shop' with actor in residence
Strong impact on speaking and listening and writing

Eisteddfod

All pupils – 2 day celebration of home learning and diversity: curriculum links: PSHCE, English, Art and Music



Humans of SE1

Year 5/6 project

Development of website showcasing human geography of local area including portraits and interviews.

Science Week

All Pupils

Focus on Zoology and Evolution. All classes visited Natural History Museum and the Zoo Bus – raised profile of Science and introduced aspect of new curriculum…

Mandela Concert

Year 3/4

Focus on Geography - study of S. Africa and history led to pupils developing writing, songs and music to pay tribute to Mandela – with Musician in Residence.

Leadership

Staff development

INSET

- **January INSET** – focus on grammar and punctuation led by Sophie Alcock
- **Feb INSET** – focus on review of school improvement plan and new curriculum

- **Weekly meetings** – focus on marking, moderation of assessments of core subjects, updating the new curriculum, data preparation

Courses attended

- NQTs attending Southwark training
- Core Subject leaders (English, Maths, Science and IT) - preparing for the new curriculum
- Inclusion and SEN – preparation for SEN reform Sept 2014
- All coordinators attending local authority updates and forums
- Head of PE and HLTA – training to develop skills curriculum

Other

- Developing teaching of grammar for writing - English Consultant from 'The Literacy Tree'
- CLPE Phonics training – teaching within creative curriculum – all KS1 and FS teachers.
- Educational Psychologist – training for all staff on dyslexia, ASD and dyspraxia
- French Coordinator – visiting JAGS and research trip for new French trip
- Development and facilitation of Maths course and coaching for teaching and learning course.

Leadership

Learning environment

Building/Refurbishment project 1 - Primary Expansion

Approximately £2.61m, developing 3 additional classrooms plus specialist teaching spaces, larger halls and rationalisation of entrance, play spaces etc. Deadline for handover - June 2016. Tendering completed and 7 responses to tender – school involved in choosing architect alongside other school.

Building/ Refurbishment Project 2 - Staffroom. – staff consulted, 3 designs rationalising and modernising the space to maximise working space. 2 designs costed for evaluation from governors.

Leadership

Progress of school development plan - Leadership

The Progress of Key Priorities within School Development Plan - Leadership					
	Objective/Action	On target	Partially on target	Off target	Notes
	Strengthen the depth and distribution of leadership through the development of new middle and senior leaders	✓			1
	Effectively manage the physical and educational transition of the school from 1 ½ form entry to 2 form entry.	✓			2
	i. Embed performance related pay - performance management cycle for all staff	✓			
	ii. Governors to establish new curriculum and standards committee to offer more targeted support and challenge to school	✓			

Note 1 - Supporting all SMT with leading whole school improvement through data evaluation, shared observations, involvement in book looks. Coaching for new Maths coordinator.

Note 2 – Year 5/6 to take on 2 form entry model for 2014/15

Leadership

Self-Evaluation – Leadership and Management

Area	Grade			
	Outstanding	*Good*	*Requires improvement*	*Inadequate*
Leadership & Management	✓			

Strengths

- **Robust yet supportive performance management system** – teaching and its impact on learning is evaluated formally each term.
- **Development of middle managers**
- **Pupils' attainment and achievement** - monitored termly to ensure high standards are sustained and improved on.
- **The School Improvement Plan** - sharp and focused identifying the many strengths at the school and providing perceptive view of areas for further improvement
- **Governing body** - annual timetable for meetings and sub committees to fulfils all statutory responsibilities. Standards and progress of school development plan monitored termly
- **Audits** - This year's annual H&S, HR and finance audits have been good or better.
- **Governors ' Impact** - supported improving attendance with a more robust attendance policy, improved outside learning provision and continue to be closely involved in the school's plans for expansion to 2 form entry.
- **Strong engagement with families** - surveys show that they are very happy with the school and feel that their views are valued and used to improve the school further., including range of opportunities for parents to take an active role in the school. The quality of home learning has improved and is high.
- **Communication with families** -– the school uses a variety of platforms to share information

Priorities for Improvement (summer Term)

- Manage the physical transition to 2 form entry
- Additional opportunities for families to feed into the school improvement cycle – informal consultations
- Succession planning within the SLT

The achievement of pupils at the school

Headteacher's Report to Governors

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EYFS & Y1 Attainment - RAISEonline Data 2013

Major attainment indicators - %			
EYFS (60 pupils) & Y1 (45 pupils) (national figures in brackets)	All	FSM	EAL
% EYFS - Good Level of Development - (64)	64	40	-
% Y1 Phonics (58)	69 (69)	55 (57)	84 (69)

NB: **Year 2 retakes** (18 pupils) 78% passed this time (14 pupils) - 6 pupils were SEN
86% (62% nationally) of FSM pupils passed 2nd time
Year R – 1 pupil with statement, 4 pupils with significant needs without statement
Year 1 – 4 pupils at School Action Plus

Achievement

Key Stage 1 Attainment - RAISEonline Data - 2013

Major attainment indicators (42 pupils in 2012/3)					
Attainment at KS1 (national figures in brackets)	**ALL %**	**FSM %**	**2011/ 2**	**APS**	**Comment**
% L2+ Reading	**93(87)**		**88**	**16.7 (16.3)**	Our pupils exceeding national average at 2B (+ 8%) but below at 2A. (-2%) No difference at level 3
% L2+ Writing (83)	**91 (83)**		**88**	**15.4 (14.9)**	Our pupils exceeding national at all levels by 5 of 6% except at L2A
% L2+ Mathematics (91)	**88 (91)**		**88**	**16.4 (16.1)**	Our pupils exceeding national at all levels - by 11% at 2B -2% difference at level 2A.

Achievement

Key Stage 2 Attainment - RAISEonline Data

Major attainment indicators (36 pupils)						
Attainment at KS2 (national figures in brackets)	% all	Sig+	+	Avg	-	Comment
% L4+ Combined - M,R,W (75)	86	boys	All other groups	-	-	
% L4+ Mathematics (85)	92	-	All other groups	WBRI (86%)	SEND - S	NA (WBRI 85%) 1 S pupil
% L4+ Reading (86)	89		All other groups		Girls (86) LA pupils	NA (girls 88%) - N/B 1 'S' girl now, 2 at SA+
% L4+ Writing (83)	92		All other groups		Girls (86) SEND statemented	NA (girls 88%)
% L4+ Grammar, Punctuation and Spelling (74)	86	FSM boys	All other groups		Any other mixed background	3 pupils– 33% (includes 3 pupils at SA+)
APS All subjects (28.3)	29.1		All other groups			

Key to abbreviations: **LA – low attaining, WBRI – White British; NA - National Average ; S –statemented; Sig + significantly above the national average: Sig - significantly below the national average**

Achievement

Key Stage 2 Attainment - RAISEonline Data

Major attainment indicators (36 pupils) -						
Attainment at KS2 (national figures in brackets)	**% all**	**+**	**Avg**	**-**	**Sig -**	**Comment**
% L5+ Combined - M,R,W (21)		All other groups	Non mobile 21 (22)	Girls 14 (24) WBRI 14 (21) HA 60 (63)		14 girls in cohort 7 WBRI pupils in cohort
% L5+ Mathematics (41)		All other groups		Girls 36 (39)		
% L5+ Reading (44)		All other groups		HA 70 (86) Eng 1st lang 55 (41) EAL 29 (36) WBRI 29 (46) Non SEN 37 (53) BCRB 20 (33) BAFR 13 (40)	Girls 14 (48) Non mobile 24 (45) MA 17 (39)	4 girls at level 4A – teacher assessed at 5 (48%) 13/14 girls MA 11 English 1st lang 5 pupils are BCRB – included 2 at SA+ and 2 pupils joined Yr 5. 8 pupils are BAFRI – includes 2 statements and 1 pupils with attendance > 80%
% L5+ Writing (30)		All other groups		WBRI 14 (31) BAFR 25 (28)		WBRI includes 3 pupils with EAL including new arrival from Ukraine and 2 pupils joining in Yr 5/6
% L5+ Grammar Punctuation and Spelling (47)				Girls 43 (53) MA 33 (43) BAFR 50 (53)		MA – 5 pupils joining in Yr 5/6

Key to abbreviations:

HA – high attaining at KS1 , MA – middle attaining at KS1 WBRI – White British; NA - National Average ;
S –statemented; Sig + significantly above the national average: Sig - significantly below the national average

Achievement

KS 1 & 2 Attainment – Comparison with ALL Schools (Ofsted Data Dashboard 2013)

School comparisons					
All Schools	Quintile				
	1	2	3	4	5
KS1 Reading L2+		■			
KS1 Grammar, Punctuation & Spelling L2+		■			
KS1 Maths L2+		■			
KS2 Reading L4+			■		
KS2 Grammar, Punctuation & Spelling L4+		■			
KS2 Maths L4+		■			

Achievement

KS 2 Attainment – Comparison with SIMILAR Schools (Ofsted Data Dashboard 2013)

School comparisons					
Similar Schools	Quintile				
	1	**2**	**3**	**4**	**5**
KS2 Reading L4+			■		
KS2 Grammar, Punctuation & Spelling L4+		■			
KS2 writing L4+		■			
KS2 Maths L4+		■			

Achievement

Key Stage 2 Progress - RAISEonline Data 2013 –

green highlighted is significantly above national average

Major attainment indicators						
Attainment at KS2 (national figures in brackets)	All	**Boys**	**Girls**	**FSM**	**SEN**	**Other significant groups/variations**
VA Score – All	100.9 (100.0)	101.3	99.8	100.6	102,1	**Not FSM 102.1; English as 1st lang 101.6;**
VA % Rank – All				20		
VA Score – Reading	99.3	99.2	99.0	98.7	100.3	
VA score – Writing	100.9	100.9	101.3	100.7	102.0	**Not FSM (102.1)**
VA Score – Maths	101.7	102.6	100.9	101.4	103.2	**MA and HA – 102 and 102.3**
% 2 Level Reading (88)	91% of all pupils					12% more than expected progress (13% FSM)
% 2 Level Writing (91)	100% of all pupils					30% more than expected progress (25% FSM)
% 2 Level Maths (88)	100% of all pupils,					52% more than expected progress (46% FSM)

Achievement

KS 2 Progress – Comparison with ALL Schools (Ofsted Data Dashboard)

School comparisons					
All Schools	Quintile				
	1	2	3	4	5
2 Level Reading					
2 Level writing					
2 levels maths					

Achievement

KS 2 Progress – Comparison with SIMILAR Schools (Ofsted Data Dashboard)

School comparisons					
Similar Schools	Quintile				
	1	2	3	4	5
2 Level Reading					
2 Level Writing					
2 levels maths					

Achievement

Pupil progress – Autumn Term – pupils in Years 1, 2 and 3

Current pupil progress				
Year	Autumn Term progress – measured in sub levels.	Number of Pupils		
		++	+	c
Y3 (45)	Reading	6	38	1
	Writing	7	34	4
	Mathematics	1	32	12
Y2 (45)	Reading	12	28	5
	Writing	4	19	8
	Mathematics	20	21	4
Y1 (61)	Reading	8	47	6
	Writing	22	32	7
	Mathematics	19	39	3

++ making better than expected progress (2 sub levels of progress)

+ making expected progress (1 sub level)

c progress causing concern (no measurable progress)

Achievement

Pupil progress – pupils in Years 4, 5 and 6

Current pupil progress				
Year	Progress against target grades	Number of Pupils (Pupil Premium numbers in brackets)		
		++	+	c
Y6	Reading	7	28	3
	Writing	1	29	5
	Mathematics	9	27	2
Y5 (45)	Reading	9	35	1
	Writing	3	32	10
	Mathematics	5	33	7
Y4 (43)	Reading		38	5
	Writing	1	35	5
	Mathematics	2	36	5

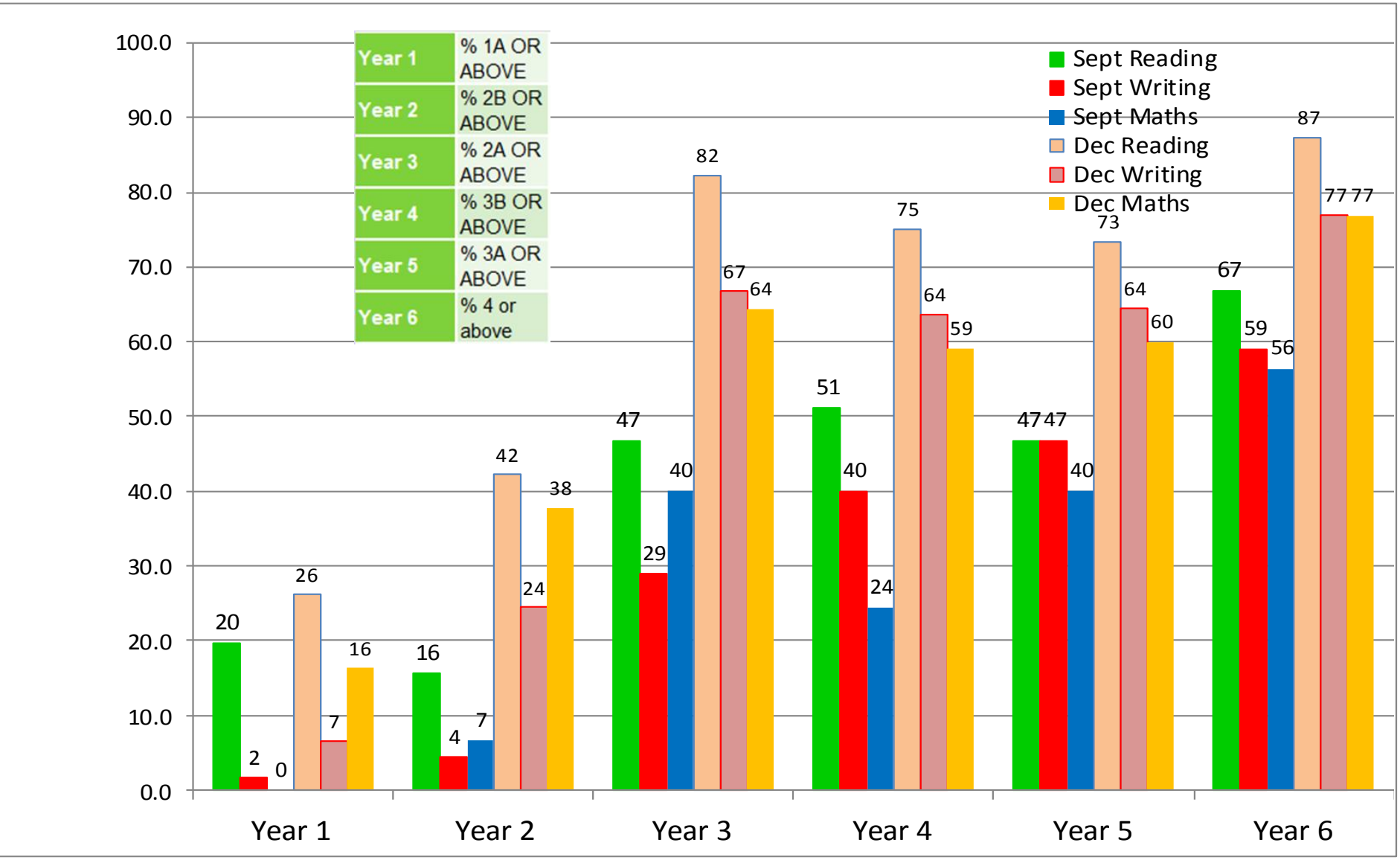
++ making better than expected progress

+ making expected progress

***c** progress causing concern*

Achievement

Pupil progress – % pupils at end of year expectations in September and Dec 2013.



Achievement

Progress of school development plan – Achievement

The Progress of Key Priorities within School Development Plan – Achievement					
	Objective/Action	On target	Partially on target	Off target	Notes
Achievement Focus 1	Raise standards in reading and phonics	✓			
	Accelerate the progress of SEND and FSM pupils – in particular, KS2 pupils at SA who were low attainers at the end of KS1.	✓			
	I - Non- negotiable pupil attainment and progress targets for all year groups	✓			

Brief comments

Achievement

Self-Evaluation - Achievement

Area	Grade			
	Outstanding	*Good*	*Requires improvement*	*Inadequate*
Levels of attainment	✓			
Historic progress	✓ (3 year trend in all subjects KS1 and KS2)	✓ (reading at KS2 in 2013)		
Progress of current pupils	✓			
Overall judgement	✓			

Strengths

•**KS1 attainment** increased in 2013 - continues to be higher than national averages at level 2B and 2C. APS for all subjects - continued to rise and remained above the national average over time.
•**KS2 attainment over time** (3 year average) is significantly higher than the national averages and increasing over time as measured by APS in all subjects.
•**Mathematics** – exceeds national average in both attainment and progress in both KSs.
•**Strong outcomes in EYFS** despite very low baselines

Priority Areas:

- **Raise Standards in reading and phonics across the school**. June 2014 -Standards of reading at the end of Key Stage 2 return to exceeding 95% at level 4 and exceeding 45% at level 5. APS s targeted to be 29.5+.
- **Accelerate the progress of SEND, and FSM pupils (particularly in KS1) to equal that of Non SEND and Non FSM -** from current 0.5 gap between Non SEND and SEND and 0.5 gap FSM and Non FSM.

The behaviour and safety of pupils at the school

Headteacher's Report to Governors

Spring Term 2014

Exclusions this school year – Fixed term and permanent

Exclusions (from 1st September 2013 to 21st March 2014)		
Data	All pupils	Pupil Premium pupils
Number of fixed term exclusions	3	2
Average number of days of fixed-term exclusions	1	1
Number of pupils given fixed term exclusions	3	2
Number of permanent exclusions	0	0

Racist and bullying – incidents this school year

Racist and bullying incidents (from 1st September to date – 21/3/2014)		
Data	All pupils	Pupil Premium pupils
Racist incidents (4 in academic year 2012/3)	1	0
Bullying incidents (1 in academic year 2012/3)	1	0

Attendance – data this school year

Attendance (from 1st September to date) – using attendance from Years 1 – 6			
Data (National Averages in brackets)	% All pupils 280 pupils	% Pupil Premium pupils 138 pupils	2012/3
Overall percentage absence	3.99%	3% (6.3% in 2012/3)	5.5% (4.8%)
Percentage of pupils with less than 90% attendance	5.9% - 14 pupils	6% - 9 pupils	n/a
Percentage of pupils with less than 85% attendance	1.8 % 5 pupils	2% - 3 pupils	5.8% (3.6%)
Percentage of pupils with less than 80% attendance	0.35% 1 pupil	0.7% 1 pupil	n/a

Progress of school development plan – behaviour & safety

The Progress of Key Priorities within School Development Plan – Behaviour & Safety					
	Objective/Action	On target	Partially on target	Off target	Notes
	Continue to ensure school is compliant with all safeguarding and safety procedures/standards.	✓			
	Continue to ensure that behaviours for learning are outstanding	✓			

Behaviour

Self-evaluation – overview

Area	Grade			
	Outstanding	*Good*	*Requires improvement*	*Inadequate*
Exclusions	✓			
Behaviour and Safety	✓			
Attendance	✓			
Overall judgement	✓			

The quality of teaching at the school

Headteacher's Report to Governors

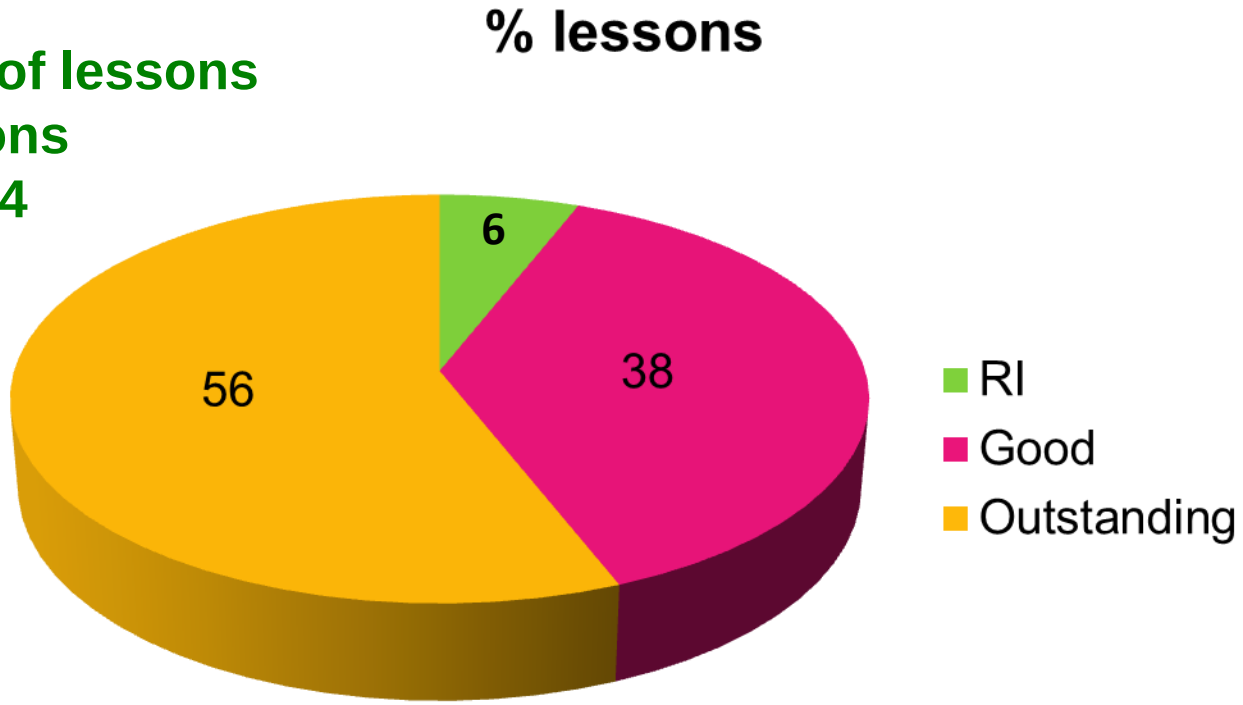
Spring Term 2014

Quality of teaching – Lesson observations

Analysis of lesson observations by subject and year: Maths observations - March 2014		
Lessons are often outstanding in:	***Lessons are consistently good in:***	***Lessons occasionally require improvement in:***
Year 5/6 ***Early Years*** ***Phase leaders***	***NQTs*** ***Experienced teachers new to KS1*** ***HLTAs***	***1 lesson - ks2 PPA cover***

Quality of teaching – Lesson observations

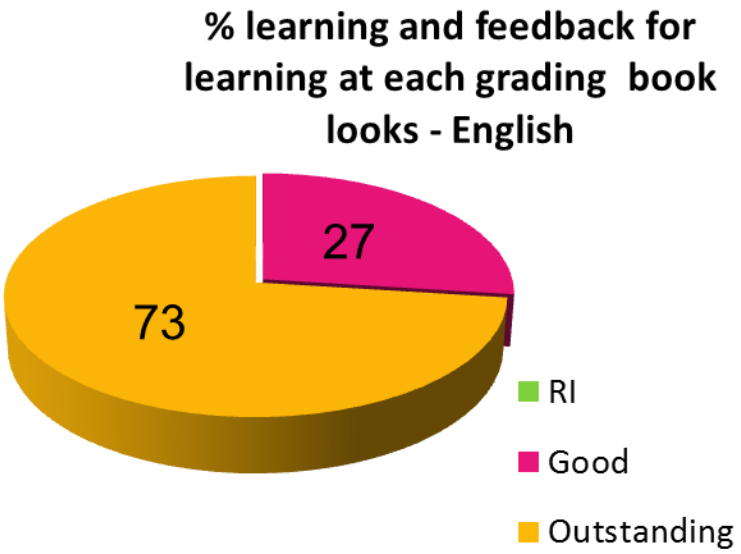
Summary of lessons observations March 2014

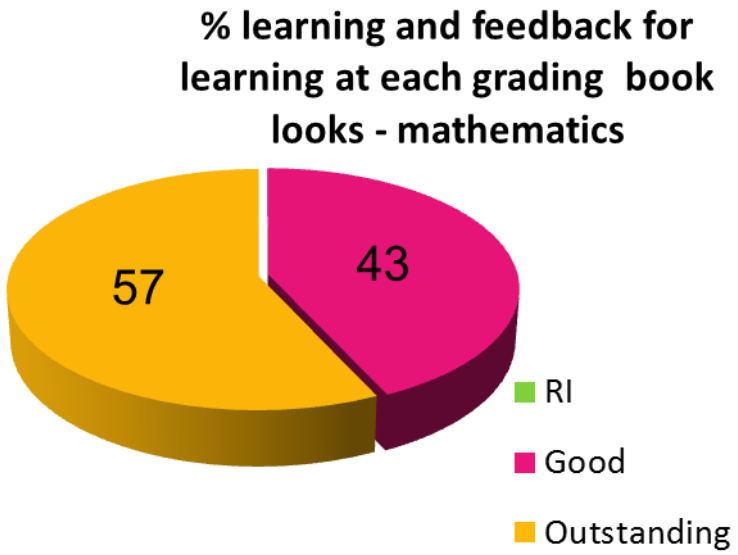


6% = 1 lesson seen in KS2 PPA. Support plan in place.

Quality of teaching – quality of learning in books

Summary of book looks March 2014

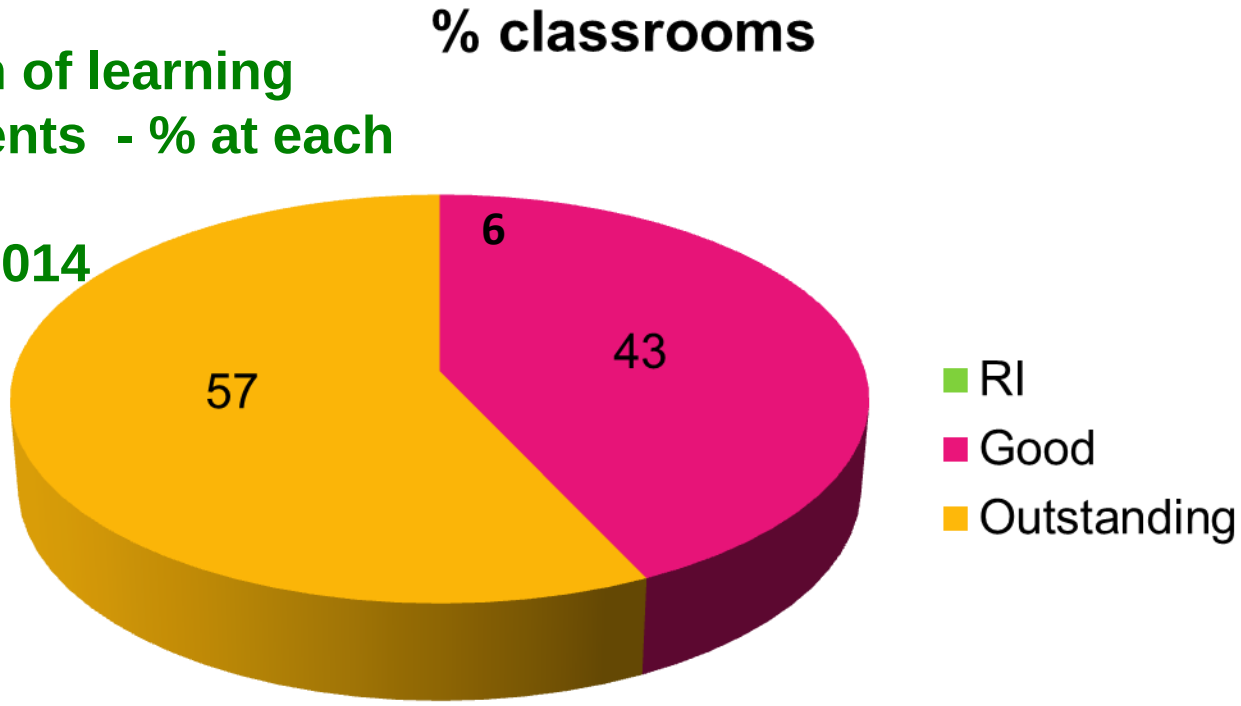




14 sets of books evaluated

Quality of teaching – learning environments

Evaluation of learning environments - % at each grading. January 2014



14 classrooms evaluated

Quality of teaching – Good practice

Key developments or examples of best practice 1

•A huge strength of the lessons, which fits with our vision of creativity across the curriculum, is the real life contexts children were learning within. Examples include Year 1 measuring the distances travelled by cars in Science experiments and Year 5/6 looking at co-ordinates on maps of India.

•Two teachers who have been receiving additional input from HT and DHT due to RI in Autumn Term achieved a borderline Good and an RI. HT and DHT will continue to support these teachers to ensure they are achieving consistent Good. If this is not achieved then main implication is to whether or not have these teachers as class based or providing PPA and group input.

•Update - 17th March - borderline good re-observed and quality teaching and learning - seen as good (high). Ongoing support to focus on pitch of lessons and developing more strategic learning environment.

Key developments or examples of best practice 2

•NQTs now demonstrating good or better standards of teaching and learning. Experienced teacher new to Yr2 now demonstrating good or better standards of teaching and learning in observed lessons.

Progress of school development plan – Teaching

The Progress of Key Priorities within School Development Plan - Teaching					
	Objective/Action	On target	Partially on target	Off target	Notes
	Accelerate pupil progress through outstanding marking and assessment practices throughout the school	✓			
	Ensure Teaching and Learning judgement remains outstanding	✓			

Teaching

Self-evaluation – Overview

Area	Grade			
	Outstanding	*Good*	*Requires improvement*	*Inadequate*
Quality of teaching	✓			

Strengths

•The **overall high quality of teaching in all year groups** – much is outstanding and pace of learning is good or better and pupils are engaged and feel involved in their learning.
•**Attainment and progress** is very good for the vast majority of pupils across the school (see section on achievement).
•The **curriculum** is broad, exciting and rigorous
•**Early Reading** –Reading levels are continuing to rise in both KS1 and FS alongside pupil progress from FS to KS1 (see achievement section).
•**Marking and assessment for learning** is good or better in every classroom – the school has an embedded 'close the gap' marking and pupil response policy.
• **Teaching Assistants** provide very good quality support – they have the ability to play an active and strategic role in the classroom.
•**Sports Premium** - the PE curriculum is outstanding and each pupil receives at least 2 hours of taught PE per week and 'active playtimes'.

Priorities for Summer 1

•Maintaining outstanding teaching and learning in YR (teacher on maternity leave)
•SMT - supporting planning in English and Reading in lower KS2 NQTs – embedding consistent good practice
•School Direct – 3 students preparation for NQT year
•Preparation for SATs – Year 6
•Supporting Teacher graded at RI in lesson observation - DHT

Self-Evaluation – Overview

Area	Grade			
	Outstanding	*Good*	*Requires improvement*	*Inadequate*
Overall Effectiveness	✓			
Achievement	✓			
Teaching	✓			
Behaviour & Safety	✓			
Leadership & Management	✓			