



Year 2 visit British Museum

Headteacher's Team's Report to Governors

Summer Term 2016

The leadership and management of the school



Year 6 Show - Skellig

Headteacher's Report to Governors

Summer Term 2016

School numbers and basic characteristics

Basic characteristics of the school – as of February 2016				
Characteristic	Summer 2016	National 2015	School 2015	trends over time
Number on roll	403	263	397	increasing (Yr 1 - 6) . increase year 3, decrease in YN, 5 and 6.
% free school meal eligibility (currently)	18.8%	15%	23.8%	decreasing significantly – Southwark Average is 18% in 2015
Ever 6 Pupils (Year 1 -6)	40.2%	26.6%	42.6%	decreasing
% pupils from minority ethnic groups	77.9%	29.7	77%	stable
% pupils with first language not	39.2%	18.8%	41.1%	stable
Deprivation indicator	0.35	0.24	0.35	stable
% pupils SEND	12.4%	8.9%	12%	increasing - Yr 6 2015 was 23%

School numbers - per Year group

Current Numbers - (places filled in all except Yr 6 for September)

Number per year group	NURSERY	R	1	2	3	4	5	6
NUMBER	38	60	58	60	60	44	42	41

2015 Numbers for comparison

Number on roll	Nursery	R	Y1	Y2	Y3	Y4	Y5	Y6
	42	61	59	60	44	44	44	43

Pupil Premium expenditure

Leadership

Total amount allocated for 2015/16: expected £213,840.

Total amount allocated for 2016/17: expected £183,052

<i>Total Number of Pupils Eligible as April 2016</i>	138 (average)
<i>Amount of Pupil to be received per pupil</i>	£1320
<i>Actual Spend for Summer Term</i>	£92,177
LAC pupil premium plus - LA predicted budget	£3000
<i>Nature of Support Summer 2016</i>	
<i>Focus on Learning in the Curriculum</i>	74.5% (Increase)
<i>Focus on Social, Emotional and Behavioural Barriers to learning</i>	18.2% (decrease)
<i>Focus on Early Interventions</i>	7.2% (decrease)

Pupil Premium Plus expenditure

Amount per child: £1900

Current total of Looked After Children: 10 (soon to be 11)

Actual funds received: £500

Currently school is pursuing funding from the following local authorities:

- Southwark: £3800 (expecting top slice of £400 per child)
- Kent: £3800 (expecting top slice of £400 per child)
- Harrow: £3800 (expecting top slice of £400 per child)
- Lewisham :£1900

- 1 pupil in private fostering so no pupil premium plus given
- 1 pupil not in local authority care for long enough to trigger pp plus but must be recorded as LAC on data.
- 1 pupil - post adoption and school still identifying council for funding.

Top slicing is used by local authorities to fund a paid post 'virtual headteacher'. We are yet to receive any support from the virtual HT of any Local Authority

Pupil Premium Plus Spending :

The funding is there to ensure that all children make academic progress. This therefore maybe spent on support for social skills which in turn will support academia. Each child receives a different amount of support depended upon the level of need. The money expenditure is planned in

the TAC meetings with families

Each child has a support plan with funding allocated. Areas of funding include counselling, individual speech and language, 1 to 1 reading, booster groups, carelink, training for staff on behaviour support

Pupil Premium expenditure

Total amount allocated for 2016/17: expected £183,052

Strategy – Summer Term	Activities
<p>Increasing learn individualising support</p>	<p>A menu of targeted interventions was established to support early and developing language and reading. This included 1 to 1 reading by 2 specially trained teaching assistants using the reading recovery approach. - impact high - all pupils made more than expected progress in reading</p> <p>A larger number of booster classes in Year 6 continue to support children prior to end of key stage assessments. Impact high - all pp pupils except SEND achieved expected level. (progress scores not yet available)</p> <p>Booster groups - reading for Yr 3/4 low attaining pp pupils - impact very high (pupils are now engaged in reading and all made expected progress) class TAs reading with PP pupils every afternoon - better reading partners. (4 pupils per class) - impact moderate as less structured programme so difficult to measure impact and evaluate.</p> <ul style="list-style-type: none"> • Additional TA In Year 6 supporting low attaining PP children. (50% Of timetable funded) - impact to be assessed as progress data not yet in <p>Total for Summer term: £68,720</p> <p>Next Steps:</p>
<p>Minimising the impact of emotional and behavioural barriers to learning</p>	<ul style="list-style-type: none"> • A pastoral team provided mentoring and counselling including family liaison officer supported the most vulnerable pupils both in class, at play times and through direct support for their families • an educational psychologist provides weekly group sessions for pupils according to need and support for families • An Early Help Manager will provide support in the afternoons for targeted families to provide advice on parenting issues and help families access early interventions. <p>Impact: high as increased number of referrals for social care support, improved attendance of vulnerable families and large participation in 'learning together' workshops</p> <ul style="list-style-type: none"> • Total for summer term: £16.783
<p>Narrowing the gap between PPG and Non PPG in Early Years</p>	<ul style="list-style-type: none"> • Additional TA in nursery and reception (2 days per week) – increase ratios and support teachers - increased small group work - Impact strong outcomes for pupils overall and expected progress for most vulnerable pupils supported. Improved behaviour and physical development of pupils in YrR <p>Total for summer term: £6673</p>

Pupil Premium Next Steps for 2016/17

Total amount allocated for 2016/17: expected £183,052

Strategy – 2016/27	Next Steps
<p>Increasing learning time and individualising support</p>	<ul style="list-style-type: none"> • Spelling Programme for TA PM session: TAs following a “No nonsense spelling” in the afternoons. This is a scheme in which they can follow however it has proven impact in other schools.. We notice that some pupil premium children can be “word poor” and this was highlighted in our recent year 6 writing moderation. The Literacy tree consultant identified that spelling is a weakness across the school and fixing this will have significant impact on our writing results for pupil premium children. This will be monitored through internal writing moderation and spelling tests. • Continuation of reading 1 to 1 (provision halved by 50% due to budget however fewer children require ‘boosting’ in this way as improved teaching of reading in years R- 2. Class TAs to ensure reading journals are checked and pupils with limited home support are supported,
<p>Minimising the impact of emotional and behavioural barriers to learning</p>	<ul style="list-style-type: none"> •Continuation of the pastoral team to provide mentoring and counselling including family liaison officer and Early Help manager. •Embed ruler project into all classrooms •TA to run emotional literacy groups
<p>Narrowing the gap between PPG and Non PPG in Early Years</p>	<ul style="list-style-type: none"> • Maintaining additional TA in nursery. • Moving additional TA in reception to Year 1 to support vulnerable cohort

Curriculum - Reading Update and Next Steps for 2016/17

Leadership

- We have focused on the teaching of guided reading, with an emphasis on teaching the skills required to comprehend a text. The "Reading Explorer" books have been put into use in Years Two to Six, leading to an improvement in children's progress
- Teachers have been supported in the teaching of guided reading through planning support in Years Two to Five and through modelled lessons, taught by DHT and AHT. Teachers were subsequently observed and given feedback
- In tandem with the focus on the teaching of reading comprehension, we have continued to drive reading for pleasure. The new school library has been very enthusiastically received and children are making regular use of it. We had the last in our series of author visits when Tony Bradman visited the school, inspiring pupils to explore new authors.
- The Oxford Reading Tree scheme has been very well received in Reception and teachers report increased confidence in their pupils' reading.

Next steps

- Teachers being encouraged to model how to transfer a verbal answer into a written answer.
- Rolling out the Oxford Reading Tree scheme into Years One and Two and for lower attaining pupils in Year Three.
- Parallel Guided Reading books covering a range of fiction and non-fiction topics have also been bought for Year One pupils, where our focus is on children using the phonic sounds that they learn in class and in developing reading fluency.
- Continuing to develop the school library and opportunities for reading for pleasure across the school.

Curriculum - Creative Arts

Achievements Summer 2016 and Next Steps for 2016/17

Leadership

- Two of our partnerships culminated in impressive performances this term. Years Five and Six performed with the London Youth Choir as part of the Aspire project. Eight of our Year Five pupils have passed an apprenticeship year with the choir and have been invited to join as regular members. Barnaby class performed their contemporary dance as the culmination of their work with Rambert dance, led by our resident dance teacher, Delene.
- The Year 5 Choir are currently preparing for the Thames Festival
- In school, Year Five and Six created a large scale Spitfire with Sara Byers, resident artist, which is displayed in the middle hall and Year Six worked with Pete Letanka, jazz musician, to create an epic performance of the play 'Skellig'. For the first time, Years One and Two were able to enjoy dance lessons with Delene, developing strong foundations which will be developed in years to come.
- Children were able to participate in a number of arts based clubs, including Mr Yusuf's 'Picasso' art club for talented artists; Ms Spears' dance club and Mr Young's Ukelele club. Year 2 visited Tate Britain to study Portraiture.
- Creative Arts week - this week all the classes build their learning through arts activities and there is mass participation large scale art projects (e.g Paint a world on the foundations)

Next Steps:

- We intend to develop our teaching of Science to make it more creative and to increase the focus on children's application on writing skills.
- We will also be working towards the new Artsmark 'Platinum' award, which exceeds the Gold level that we currently hold.

Curriculum - Social, Moral, Spiritual and Cultural Education Update and Next Steps for 2016/17

- The Year 3/4 choir have recently recorded a song with Mr Vanson, linked to the refugee crisis.
- We were awarded Level One of the UNICEF Rights Respecting School award in recognition to two years' development of our PSHCE curriculum and the embedding of an understanding of children's rights and responsibilities across the curriculum. We raised awareness of the work of Unicef in Syria in our UNICEF 'Day for Change'
- Year Six participated in a Junior Citizenship workshop and had a visit from a theatre company who taught the children about the dangers of homophobia. The whole school also participated in drugs awareness lessons.
- We have celebrated the Queen's birthday with an indoor street party and had an Eid celebration to share our Muslim community's important festival.
- We celebrate Bastille Day with our very own French cultural festival
- A number of extra-curricular trips served to enhance the curriculum, including Year One and Two theatre trips to the Unicorn theatre and Year Five trip to the Southwark Playhouse and the BFI. History trips were made by Years Three and Four to the British Museum (to take part in a Samsung digital workshop) and to the Cabinet War Rooms and Imperial War Museum by Years Five and Six. Year Three and Four also visited the Science Museum for an electricity workshop.
- On a larger scale, Year Five took part in a residential visit to France where they developed their French language skills and improved their understanding of different cultures.

Next Year:

- Introduction of the emotional curriculum - The Ruler Project.
- Working towards level 2 UNICEF award
- Development of a cultural capital project for pupil premium and vulnerable pupils.

Staffing update - for September 2016

Staff leaving

- Maternity Leave - Mrs Emily Crow (class teacher), Mrs Zoe Lillitos (assistant headteacher)
- Mrs Jemma MacKay - leaving due to relocation
- Ms Amy Mulvenna - leaving due to full time commitment of Phd.
- Ms Polly Rossdale and Ms Cara Winnie - (end of contract)
- Mr Valap - End of Contract

New/Returning staff

Experienced SENCo - starting September 2016. Ms Una O’Gara
Mr Tom Oxenham (returning after travel) as class teacher
Mrs Cassie Buchanan - HT returning after maternity leave

Changing roles

- Mr Dan Huxley - interim assistant headteacher (maternity leave until July 2016)
- Mr Tim Kittoe and Ms Nicola Jacobs - becoming NQTs and class teachers

Teaching Staff List - September 2016.

Nursery Trotwood	Ms Jamois & Mrs Harris
Reception - Little Dorrit	Ms McHale & Ms Henderson
Reception - Gargery	Mrs Kennedy (née Miss Livett)
Year 1 - Bumble	Miss Alcock & Mrs Jenkins
Year 1 - Havisham	Mr Oxenham
Year 2 - Copperfield	Miss Keer-Keer
Year 2 - Nickleby	Mr Vanson
Year 3 Chuzzlewit	Mr Cannock
Year 3 - Oliver	Ms Spears
Year 4 Barkis	Mr Young
Year 4 - Pickwick	Mr Huxley
Year 5 - Barnaby	Mr Kittoe
Year 5 - Summerson	Ms Jacobs
Year 6 Micawber	Mr Windle
Year 6 Peggotty	Mr Bakas

Senior Management Team

Mrs Cassie Buchanan - HT
 Mr Malcolm Booth - Bursar
 Ms Rhys -Evans DHT
 Mr Eggleton - DHT
 Ms Sophie Alcock - AHT
 Mr Dan Huxley - Head of 3/4
 Ms Felicity Henderson - Head of EYFS

SENCO

Mrs Una O’Gara

Staff development

Leadership

INSET

- Moderation of reading, writing and maths across phases and school
- Assessment of English and Maths
- Dyslexia - supporting Dyslexic children
- Journal Club -
- Weekly training for TAs-effective support of guided groups in English

Courses attended

- NPQSL for AHT
- NQT Southwark Training -all 4 NQTS
- PSHCE accredited practitioner master modules - Mr Vanson (Roehampton)

Ongoing Further Education:

- Mrs Worley, Ms Carver - foundation degree in Education (Worcester University)
- Ms McHale Masters in Education (Cantab), Ms Mulvenna PHd (Cantab)
- Mrs Gemmel - Early Education (BA) at LSBU
- Mrs Fareeda- Education Degree (Open University)

Other (termly frequency)

- CDPS training and support – NQT+1/2 KS2 maths course; Coaching and Development Feedback;
- LA network meetings for EYFS, EAL. , PSHCE, Maths, English .



Year 5 French Trip - pupils spend the morning in a French school

Building Expansion



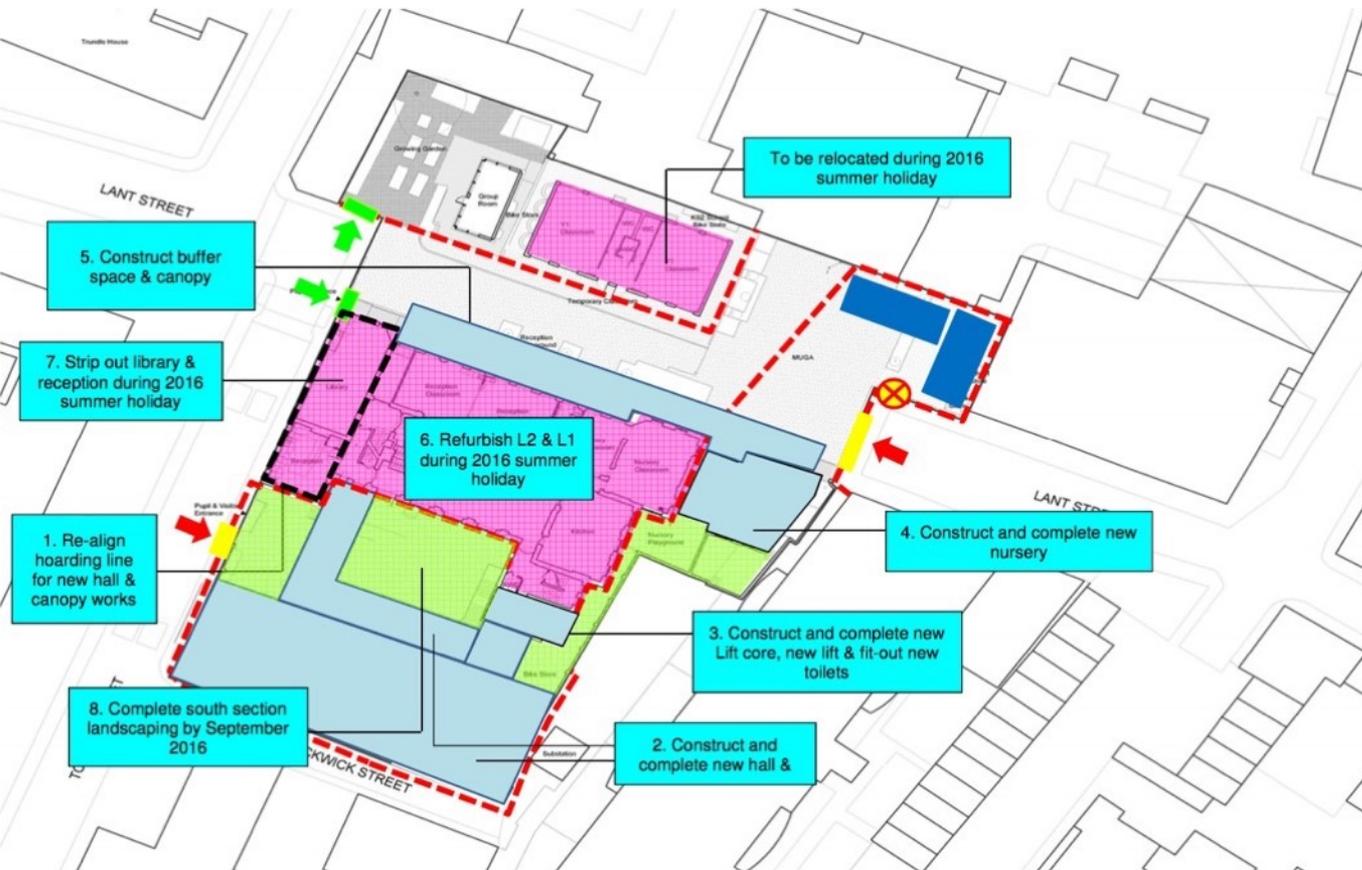
we are STILL here.

Line	Name	Start	Finish	Duration
1	Key Client Milestones	28 Aug 15	04 Feb 16	20w 3d
2	Party wall agreement in place	28 Aug 15	28 Aug 15	
3	Client award Main Contract	04 Feb 16	04 Feb 16	
4	Client instruction to place CLT order	02 Dec 15	02 Dec 15	
5	Client instruction to place Super-structure order	28 Jan 16	28 Jan 16	
6	Client instruction to place Window & Curtain wall order	05 Jan 16	05 Jan 16	
7	Submit CP & Main Contract Award	11 Nov 15	04 Feb 16	10w
8	Submit CP	11 Nov 15	11 Nov 15	
9	Client review CP & prepare contract	12 Nov 15	03 Feb 16	10w
10	Execute Contract	04 Feb 16	04 Feb 16	
11	Main Works	07 Mar 16	22 May 17	59w 2d
12	Start Main Contract	07 Mar 16	07 Mar 16	
13	New Hall	07 Mar 16	09 Dec 16	39w
14	Sub-structure	07 Mar 16	25 Apr 16	6w 4d
15	Super-structure	28 Apr 16	15 Jun 16	6w 3d
16	Envelope	25 May 16	21 Sep 16	16w 4d
17	Internal Fit-out	09 Jun 16	17 Nov 16	23w
18	Testing & Commissioning	20 Sep 16	09 Dec 16	11w 4d
19	New Nursery	30 Mar 16	10 Nov 16	31w 4d
20	Sub-structure	30 Mar 16	21 Apr 16	3w 2d
21	Super-structure	22 Apr 16	27 Apr 16	4d
22	Envelope	28 Apr 16	24 Jun 16	8w
23	Internal Fit-out	06 Jun 16	18 Oct 16	19w 1d
24	Testing & Commissioning	19 Sep 16	10 Nov 16	7w 4d
25	New Lift	07 Mar 16	10 Nov 16	34w 4d
26	Existing toilet area - SegregationScreening	07 Mar 16	11 Mar 16	1w
27	Sub-structure	07 Mar 16	08 Apr 16	4w 3d
28	Super-structure	11 Apr 16	06 Jun 16	7w 4d
29	Existing structure	07 Jun 16	20 Jun 16	2w
30	Envelope	07 Jun 16	11 Oct 16	18w
31	Internal Fit-out	28 Jun 16	18 Oct 16	16w
32	Testing & Commissioning	14 Sep 16	10 Nov 16	8w 2d
33	Handover New Hall, Kitchen, Nursery & Lift	12 Dec 16	12 Dec 16	
34	Decant to New Hall & Nursery	05 Dec 16	09 Dec 16	1w
35	Holiday & Summer Refurbishment Works	25 Jul 16	22 Mar 17	32w 2d
36	External works	29 Mar 16	19 May 17	56w 3d
37	Final Handover & Soft Landing	22 Mar 17	19 May 17	8w
38	Sign Off/ Decant	08 May 17	19 May 17	2w
39	Overall Project Completion	22 May 17	22 May 17	

Building Project

- Groundworks completed on main hall and 2 Y Old nursery to slab level.
- Main contract still not signed - as overall authority project is over budget.
- Internal refurbishment work to provide 2 x Year 1 classrooms and ground floor toilets has begun. Ground floor now out of use except Nursery and Kitchen.
- Ongoing issues surrounding funding of works carried out by the school on behalf of the LA.

Building Expansion - Main Works Phasing



Legends:

- New Building/ Section
- Hoarding line
- ⊗ Turnstile
- Site access/ egress for
- Site Access gate
- Site office & welfare
- School access/ egress
- School Access gate

Rev3 - 9th October 2015

Changes - modular classrooms are to stay in place during their planning permission period and NOT be relocated due to cost. MUGA is to be repositioned. All dates now delayed excepted refurbishment of ground floor hall.

Progress of school development plan - Leadership

The Progress of Key Priorities within School Development Plan (summer term) - Leadership

	Objective/Action	On target	Partially on target	Off target	Notes
	Target 1: Strengthen the Leadership Capacity of the School	✓			1
	Target 2: Ensure that the refurbishment and expansion of the school has limited impact on pupils' learning and well-being.		✓		2
	Target 3: Further improve opportunities and support for parental involvement and engagement in pupils' learning	✓			3

1. Summer term: the 2 DHT became responsible for the day to day running of the school whilst HT was on maternity leave and demonstrated strong levels of capacity given the situation. A number of appointments for Summer term and September took place to free up the school leadership to focus on strategic leadership of school and teaching school alliance. Mr Dan Huxley was appointed as an interim AHT to provide support to existing SLT as Mrs Zoe Lillitos went on maternity leave. The school appointed a SENCo which will free up Mr Michael Eggleton (DHT pastoral) to further develop the inclusion department of the school from September, School appointed Dr Kate Chhatwal as Teaching School Director for Southwark Teaching School Alliance (funding by grant and profits 2015/16).
2. Summer works have begun for year 1 classrooms and toilets. School site continues to be severely limited for play space and now meals being served in the middle hall limiting usage of middle and top hall for PE and other curriculum areas. Unclear when main contract will be signed and superstructure of hall and nursery will begin.
3. Family 'Learning together' project is a success with high levels of attendance and plans to role it out to another group of parents in September, library well used by a small number of families but larger number of pupils, home learning continues to be completed well and in large numbers, 3 community events took place (disco, summer fair and Eid celebration). September sees a focus on families of pupils with SEND, LAC and further development of the mental health offer by the school.

Self-Evaluation – Leadership and Management

Area	Grade			
	<i>Outstanding</i>	<i>Good</i>	<i>Requires Improvement</i>	<i>Inadequate</i>
<i>Leadership & Management</i>	✓			

Strengths

- Robust yet supportive performance management system – teaching and its impact on learning is evaluated formally by the SLT each term via lesson observations, 2 formal book looks, learning walks and pupil progress meetings.
- Outstanding professional development, all teachers including Senior Leadership Team (SLT) and the recent appointment of 2 DHTs (Academic and Pastoral).
- Strong succession planning through development of middle leaders -STEM and ARTS teams launched in autumn 2015.
- EYFS is led excellently and consequently standards are continuing to rise in both YN and YR -2016 data and current learning journals
- Sharp and focused School Improvement Plan , identifying the many strengths at the school and providing a perceptive view of areas for further improvement
- Capacity to support other schools -through Southwark Teaching School Alliance (R&D, Specialist Leader of Education, Coaching and Maths course)
- Communication with parents is frequent and effective— a weekly newsletter, school and class blogs, twitter and texting.
- Governors – strong blend of skills and experience – in addition to statutory duties of support and challenge, work strategically on several areas of school improvement including attendance and building development.
- safeguarding is effective - further strengthened by enlarged safeguarding team and Pastoral DHT.

Priorities for Improvement

- Ongoing building expansion - completion of summer works and main contract
- Improved financial position - school suffering from continual cash flow problems through delayed payments from LA
- Ongoing development of middle leaders - NPQHML and in house support training.



Barnaby Class Assembly - A soldier's life in WW2

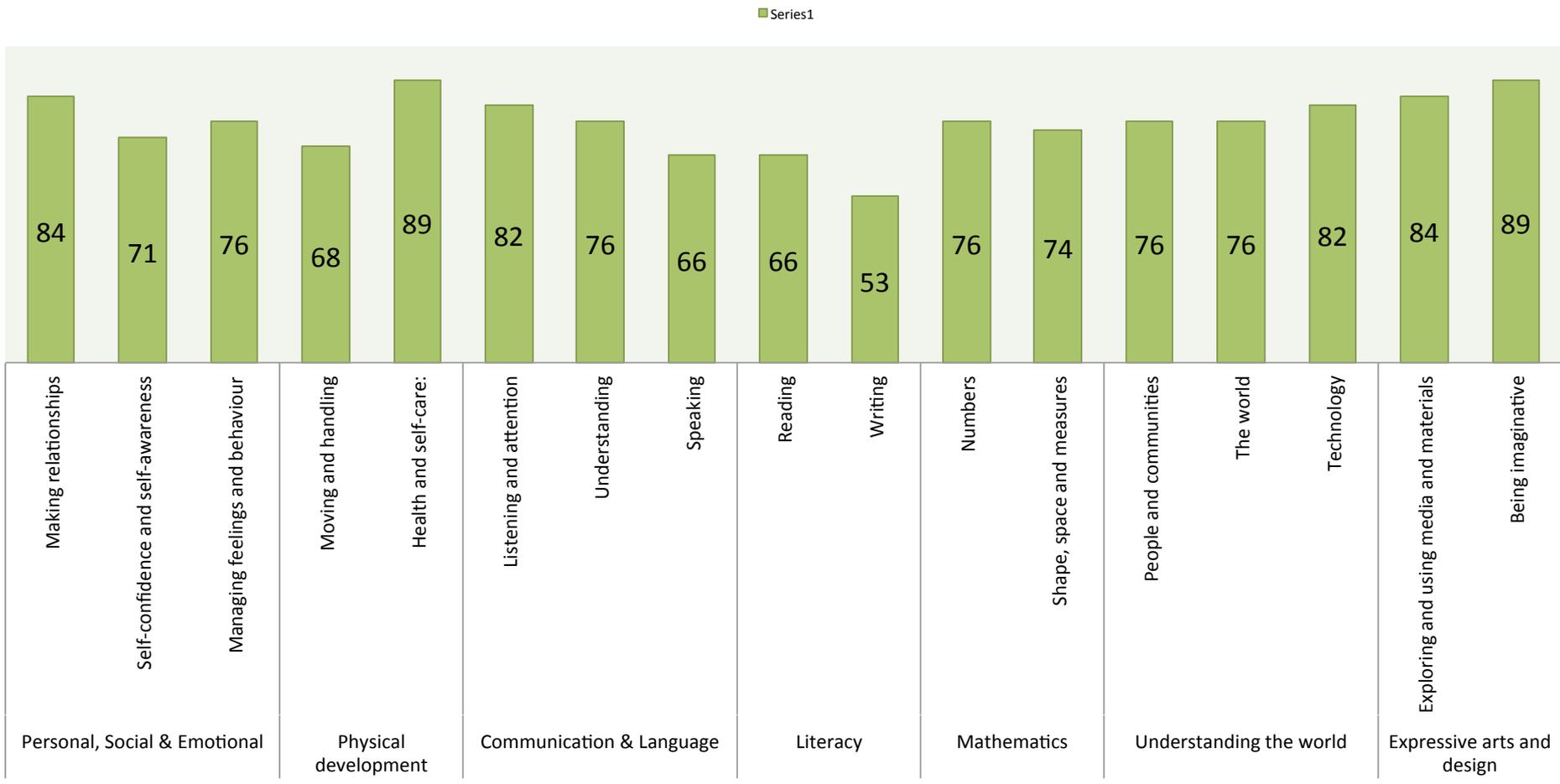
The outcomes of pupils at the school

Headteachers Team's Report to Governors

Summer Term 2016

Nursery Class - June % meeting or exceeding expectations - 36 pupils - 22 full time

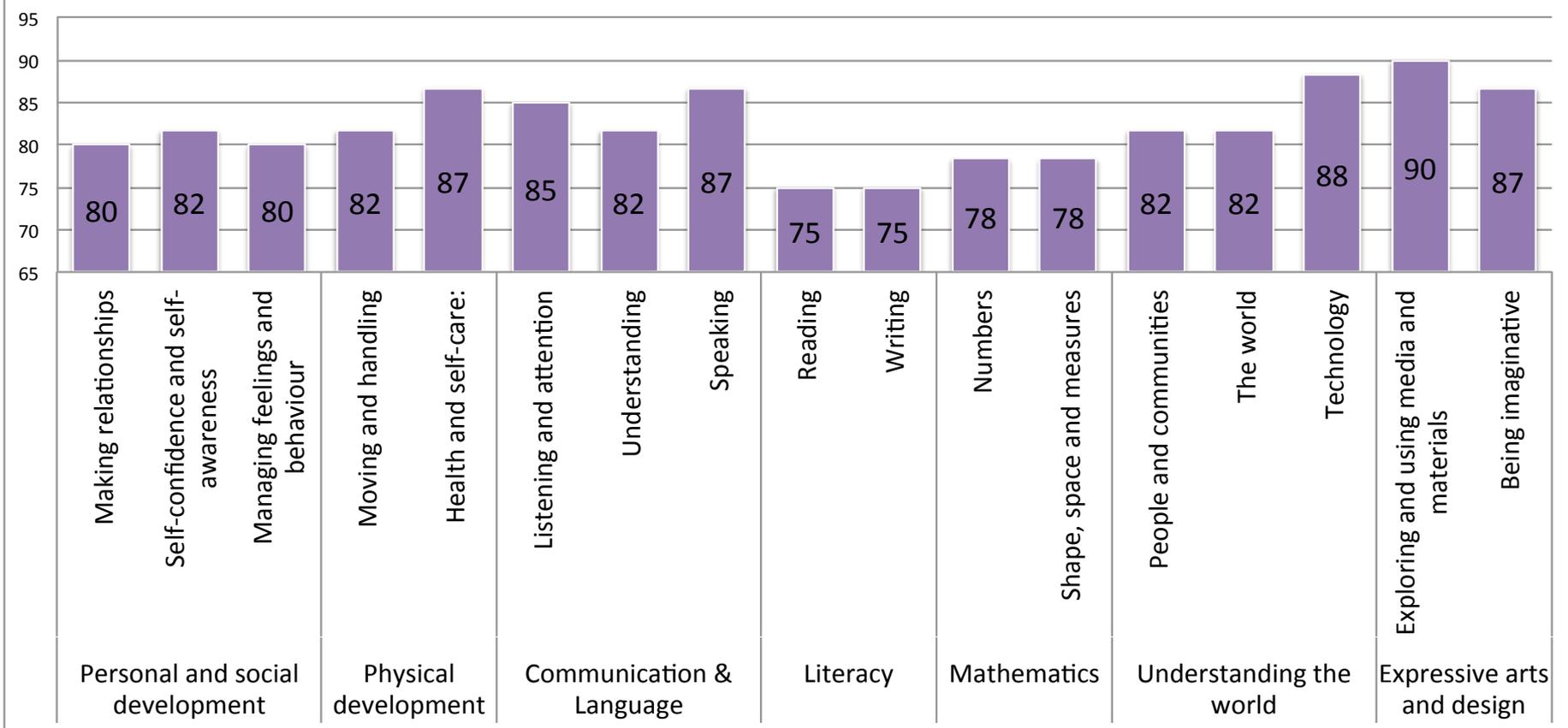
% children secure in 30-50 months targets and therefore at typical expectations for end of Nursery



Analysis: progress in all areas against higher expectations over term (from developing to secure).and significantly improved outcomes in all areas as compared t the spring term (average was 25% to 30% at typical outcomes) Improvements in outcome in maths, particularly SSM (from 8% at expected in March) . Vast majority of children transferring to the main school (all but 3) and in a good position to access all the learning. **Next Steps:** writing focus in 2016/17

Reception - June % meeting or exceeding expectations (60 pupils)

% Reception Children achieving or exceeding the Early Learning Goal in each area of learning - June 2016.



Early Years Foundation Stage - Reception

Headlines Good Level of Development : 73% (Little Dorrit 67% / Gargery 80%)

- Down slightly on last year (75%) due to slightly higher percentage of SEN / looked after and summer born children. (Its been a tough year for behaviour - 100% of the children have made typical progress - but its been a long journey!!)
- Progress can be seen in all areas - 80% + have made typical progress (53% have made rapid progress in Reading / 47% in writing)

Key Areas of Note:

Reading: 27% of children exceeding expectations in Reading (small increase on 2015) - highlights the impact of the new Oxford Reading Tree Scheme for the higher achieving readers. More notably, 53% making rapid progress throughout the year.

2016/17 next steps - Look at how to support lower attaining readers move through the system...taking books home at a slower pace. Re-introduce blending books to go home with sound cards. Increased focus on phonics (individual sound recognition) and blending in nursery.

Understanding the World 25% exceeding expectations in Understanding The World - results improved on last year (average 4%) due to focus on the area and practitioner knowledge / sharing ideas across the team on the best ways to capture observations for Understanding of the World.

2016/17 Next Steps- Technology - using the Digital leaders to support in Reception classes and developing use of iPads for problem solving and children making music and films.

Writing: Ongoing area for improvement - we will be rolling out the Write Dance programme across the Early Years in 2016-17 - to support the development of gross and fine motor skills for writing. We also are looking to shift the focus from away from 'Writing Books' to gathering more independent evidence of writing as well as trialling 'Story Scribing' as a way of showing progress in writing throughout the year.

Further Next Steps: improving the quality of the learning environment - high quality resources provided in a more accessible way for the children. measure the impact of numicon on maths outcomes.

Year 1	2016	2015	2014
<i>Phonics Check - % pupils passing (32/40 or more words correct)</i>	95%	95%	85%

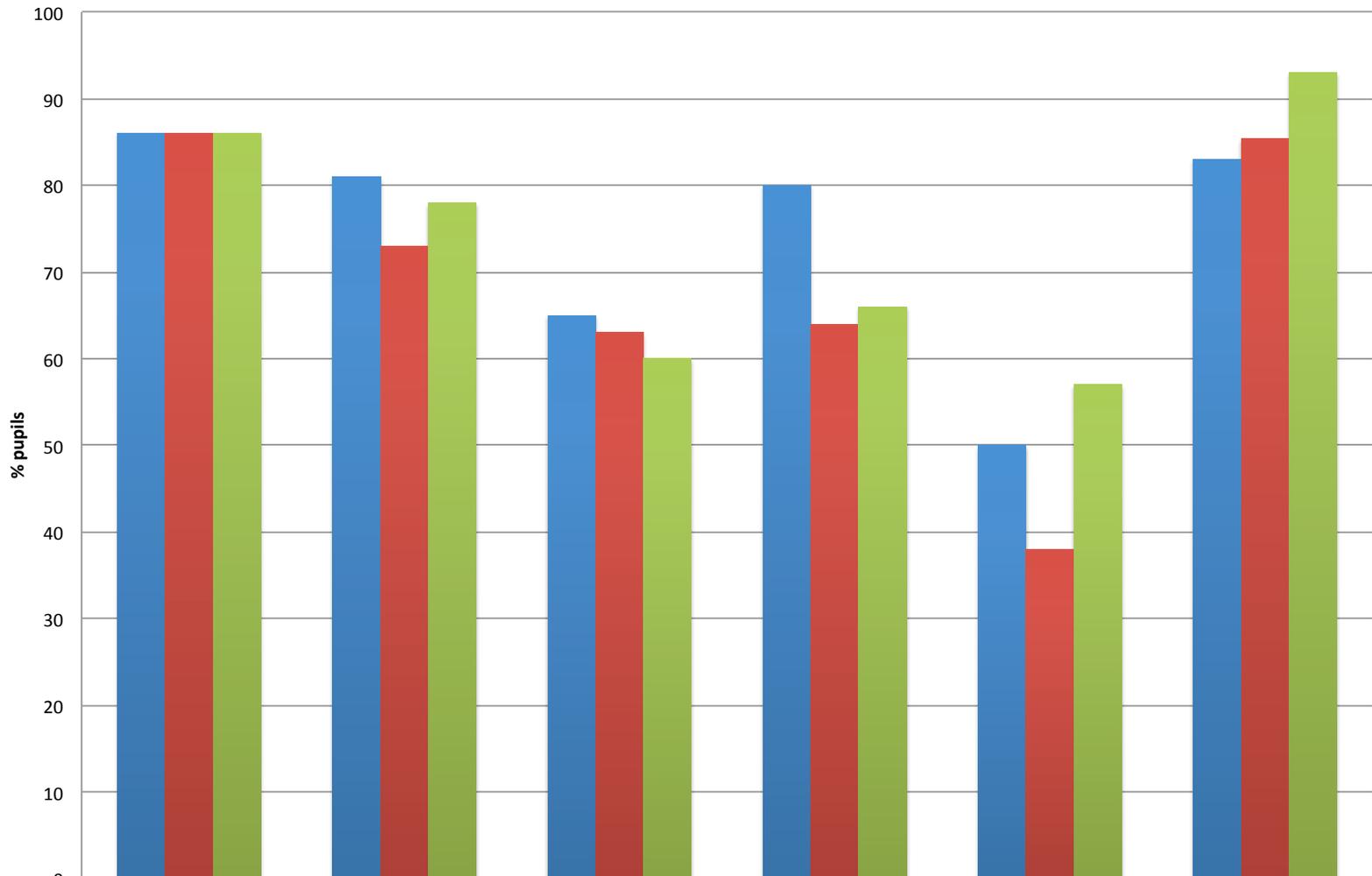
Year 2 (Key Stage 1	2016 - % pupils attaining securely at the new age expectations (Teacher assessed and moderated by LA)
Reading	81%
Writing	73%
Maths	78%

2015 data (non comparable as different assessment. Verified LA data not yet available

Year 6 SATs	CDPS	National
Reading	83%	66%
Writing	85%	74%
Mathematics	93%	70%
GPS	85%	72%
Combined R, W, M	78%	53%

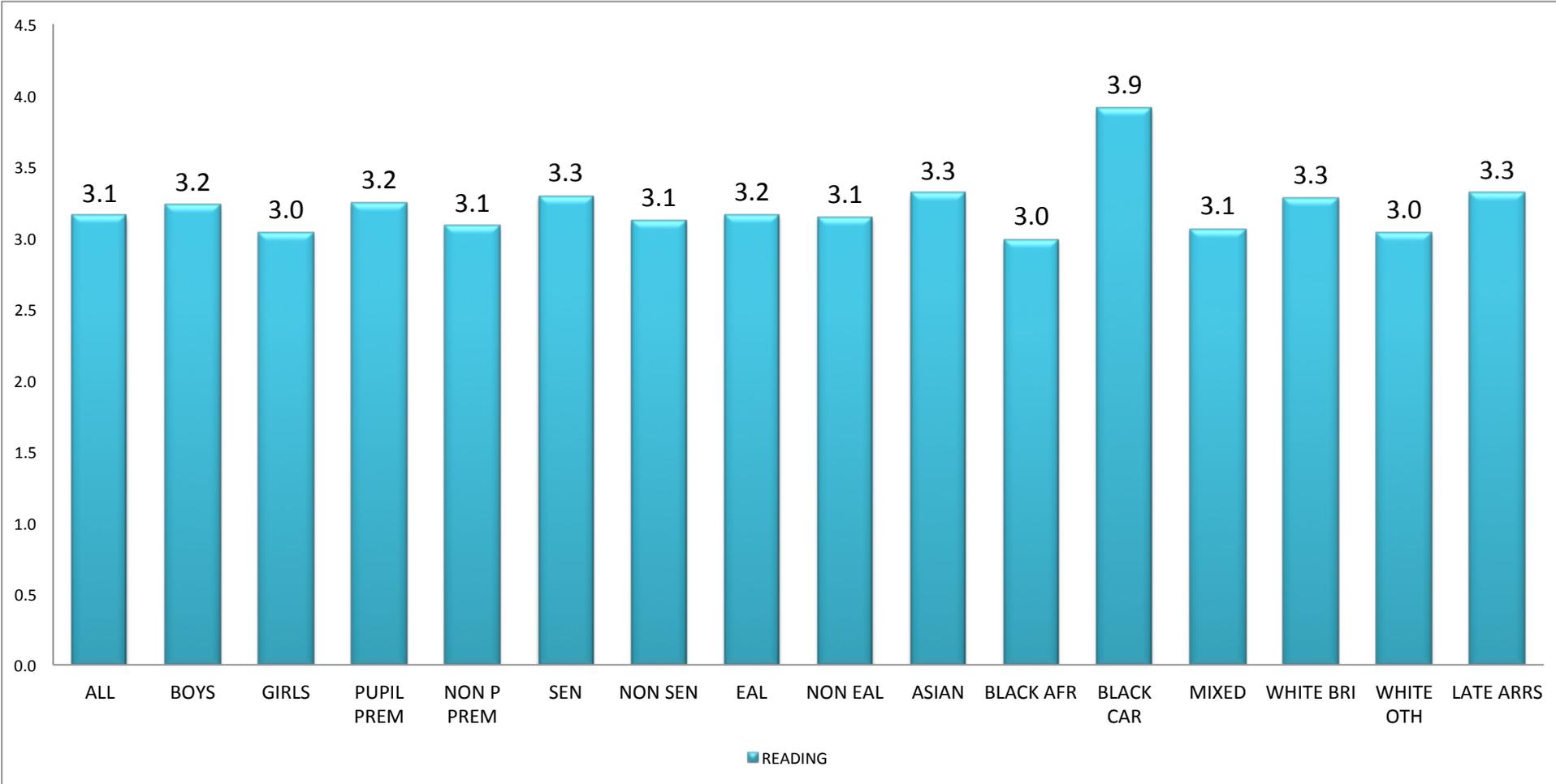
2016 is the first year of data. Table shows % of pupils meeting new age related expectations . All but writing are assessed via externally marked tests. GPS is grammar, punctuation and Spelling.

% Pupils at Age Related expectations - Summer 2016



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
R	86	81	65	80	50	83
W	86	73	63	64	38	85
M	86	78	60	66	57	93

Average Progress of Key Groups across the school (Expectation is 3 steps of progress)



Analysis of attainment and progress :

- Year 6: outstanding outcomes compared with national and LA picture despite our concerns about very challenging tests, especially reading. Further opportunities for improvement in pupils working in greater depth and in writing (notably spelling).
- Year 5: In all subject areas, there are a significant minority of pupils who are 1 term behind expectations and are working at the 'developing' point of the expectations (met most but not near to all or completely 'securely'). In Reading 24%, Writing 19% and Maths 24%. There is also a growing number of pupils with SEND needs (notably Dyslexia and social/emotional) being identified and this year group will be the focus for the new SENCo in September to ensure their needs are met.
- Year 3: similar picture of attainment as year 5 with larger numbers of pupils who are 1 term behind expectations at year 3 'Developing'. In reading 27% , writing 67%, maths 31 %. This is also the cohort who did not experience the National Curriculum 2014 prior to September 2015 so there is some catching up to do.
- Similar pattern of progress for all key groups. Further opportunities for accelerated progress of PP pupils in 2016/17 with re-organisation of afternoon support by TAs
-
- Year 1 strong outcomes in phonics maintained and overall attainment. next steps are further embedding the changes to the transition work in the autumn term to support the emotional and social development of year 1 pupils.
- Year 2. good and better outcomes. Above unverified LA averages for pupils attaining 'at or above' expected outcomes. No evidence that smaller class sizes led to significant increase in progress for pupils. Moderation showed pupils had strong range of high quality evidence as confirmed by LA. Results are from teacher assessment so cross school comparisons have limitations when not all school moderated.

READING

YEAR 1	Baseline		Summer		Change in Gap	
	PUPILS	APS	Gap to expected	APS		Gap to expected
PUPIL PREM	15	17.3	-0.7	20.5	-0.5	▲
NON P PREM	43	17.6	-0.4	20.6	-0.4	▼
Year 2						
PUPIL PREM	23	20.9	-0.1	23.7	-0.3	▼
NON P PREM	36	21.1	0.1	23.8	-0.3	▼
Year 3						
PUPIL PREM	26	22.8	-1.2	25.7	-1.3	▼
NON P PREM	33	23.6	-0.4	26.5	-0.5	▼
Year 4						
PUPIL PREM	24	25.5	-1.5	28.7	-1.3	▲
NON P PREM	20	27.2	0.2	30.1	0.1	▼
Year 5						
PUPIL PREM	18	28.1	-1.9	30.7	-2.3	▼
NON P PREM	24	28.8	-1.3	31.6	-1.4	▼

WRITING

	Baseline		Summer		Change in Gap
	APS	Gap to expected	APS	Gap to expected	
PUPIL PREM	17.3	-0.7	20.1	-0.9	▼
NON P PREM	17.6	-0.4	20.5	-0.5	▼
Year 2					
PUPIL PREM	20.8	-0.2	23.4	-0.6	▼
NON P PREM	21.0	0.0	23.4	-0.6	▼
Year 3					
PUPIL PREM	22.1	-1.9	25.1	-1.9	▼
NON P PREM	23.0	-1.0	26.1	-0.9	▲
Year 4					
PUPIL PREM	25.3	-1.7	28.4	-1.6	▲
NON P PREM	26.5	-0.5	29.7	-0.4	▲
Year 5					
PUPIL PREM	27.4	-2.6	29.8	-3.2	▼
NON P PREM	28.3	-1.8	31.0	-2.0	▼

MATHS

	Baseline		Summer		Change in Gap
	APS	Gap to expected	APS	Gap to expected	
PUPIL PREM	17.3	-0.7	20.0	-1.0	▼
NON P PREM	17.6	-0.4	20.5	-0.5	▼
Year 2					
PUPIL PREM	21.3	0.3	23.5	-0.5	▼
NON P PREM	21.1	0.1	23.8	-0.2	▼
Year 3					
PUPIL PREM	23.0	-1.0	25.4	-1.6	▼
NON P PREM	24.0	0.0	26.1	-0.9	▼
Year 4					
PUPIL PREM	25.5	-1.5	28.3	-1.7	▼
NON P PREM	26.9	-0.1	29.9	-0.1	▼
Year 5					
PUPIL PREM	27.7	-2.3	31.1	-1.9	▲
NON P PREM	28.3	-1.7	31.7	-1.3	▲

Summary:

Y1 similar progress and attainment

Y2: similar attainment and progress (Non PP slightly ahead in attainment and PP pupils slightly ahead in progress)

Y3: Non pp ahead in attainment and progress - overlap of PP and SEND

Year 4: non pp ahead in attainment and progress: 100%

SEND are pupil premium

Year 5: Non PP ahead in attainment and progress

Overall: similar outcomes and progress positive impact of support for PP pupils. Next Steps: afternoon support evaluation and focus on pp plus pupils.

Pupil Outcomes

The Progress of Key Priorities within School Development Plan – Achievement

objective	on target	partially on	not on target	notes
<p>Target 1: Increase % of pupils at expected levels in writing in all year groups, particularly KS2.</p>	<p>yes - book look evidence</p>			<p>Strong Yr 6 outcomes compared to national (despite moderation) year on year improvement and book look show significant improvement from autumn term 2015 and 2014/15 outcomes however still opportunity for improvement - focusing on spelling and handwriting and sentence construction.</p>
<p>Target 2 Increase the percentage of pupils achieving above the expected level in Mathematics in all year groups –In KS2 increasing the percentage of middle attaining pupils achieving higher levels.</p>	<p>yes - book look evidence and data</p>			<p>Strong year 6 outcomes show progress. KS1 HA pupils achieving higher levels. KS2 pupils less so as higher expectations and less time learning the new national curriculum for these pupils to date.</p>
<p>Target 3: Accelerate the progress of SEND and FSM pupils in reading in particular, KS2 pupils at SA who were low attainers at the end of KS1</p>	<p>yes - book look evidence and data</p>			<p>Pupils achieving low outcomes in KS1 made good or better progress in Yr 6. Only those with significant learning difficulties did not achieved expectation in maths. Reading outcomes fo Yr 6 strong (all except 6 pupils - of these 5 SEND pupils and 2 very low attendance due to medical conditions). PP pupils performing equally to Non PP, SEND progress (average of 2.85) points excluding strong progress of Yr 6.</p>

Self-Evaluation -Pupil Outcomes

Area	Grade	
	<i>Outstanding</i>	<i>Good outcomes or notes to explain outstanding judgement</i>
Levels of attainment	✓	✓ KS1 outcomes - no comparative data for Year 2 Year 5 outcomes not as strong.
Historic progress	✓ (3 year trend in all key stages and subjects)	n/b reading in 2013
Progress of current pupils	✓ (over time given demand of new curriculum)	✓ Most pupils making 'expected progress' and focus now needed on accelerated progress for years 3/4/5 n/b progress for more able capped by working in greater depth rather than accessing next year group up attainment levels.
Overall judgement	✓ over time – not always a data match in books for y3,5	✓ new curriculum demands means there is less opportunity for pupils to make accelerated progress or achieve above the expected level

Priority Areas 2016/17:

- * Writing progress through a focus on spelling and handwriting.
- * priority year groups - current year 3 and 5
- * priority whole school groups - SEND and PP plus, increasing impact of interventions under leadership of new SENCo.



Keith the attendance Elephant!

The personal development, behaviour and welfare of pupils school (Pastoral Care)

Headteacher's Report to Governors

Summer Term 2016

Exclusions - fixed term exclusions this year.

Exclusions to date	All pupils	Pupil Premium pupils
Number of fixed term exclusions	5	1
Average number of days of fixed term	2 days	2 days
Number of pupils given fixed term	5	1
Number of permanent exclusions	None	none

Exclusions

- 3 pupils from year 5 and 1 pupil from year 6. 1 pupil from yr 2
- Yr 2 pupil receives support from Summerhouse Pru
- 4 boys and 1 girl
- 4 black British pupils and 1 white Eastern European
- 2 X SEND behaviour
- 3 exclusions for physical aggression towards staff, 1 for racist language and 1 for significant theft from school and local shops

Incidences of poor behaviour including racism and bullying

Racist and bullying incidents (from 1st September to date)

Data	All pupils
Racist incidents	1
Bullying incidents	0
Red Forms	41 (28 in December)
Yellow forms	88 (82 in 2014/15)

Summary :

increase in recorded incidents (red) since Autumn Term, - both Red and Yellow this term mainly KS2 boys displaying low level disruption in structured time repeatedly (e.g talking in the line and talking in the classroom

What have we done about these incidents?

Established the Pastoral group made up of lunch time staff, SLT, staff who interpret this and accident and attendance data and safeguarding information. The group has looked at trends and individual cases of accidents/behaviour and cross referenced to other information.

Pastoral Group's Analysis

Accidents were high in KS1 during playtime. As a result we tasked lunch time with creating areas that children could have more structured play - accidents have reduced.

Accidents higher in EYFS than other year groups - mainly outdoor area (lack of space as sharing playground and smaller classrooms and less developed physical skills)

During the summer term, less yellow forms and more red forms. No consistent pattern however, lack of playground space, staff changes and ironically greater consistency in recording incidents all contributed.

Next Steps for 2016/17

- All staff receiving training on deescalation and positive behaviour management reinforcement (including pupils with SEND for behaviour who are an increasing number) during the September INSET by our Ed Psych.
- The introduction of RULER school training will equip all staff with the ability to focus on all children's wellbeing and hopefully prevent behavioural issues.

Further analysis of behaviour log

	Autumn	Spring	Summer
Average numbers of forms per week	2.7	7.7	3
Average number of red forms /week	0.5	0.8	1.2
Average number of amber forms	2.1	6.9	1.8

Analysis: There has been a reduction in low level disruption (amber forms) returning to autumn levels. Red forms (more significant discretions such as aggressive behaviour or refusal to cooperate) are concentrated on 4 pupils. 3 pupils are in Reception and have received significant and specialist support as well as parenting support and we now receive support from the Pupil referral Unit for one of these pupils. Behaviour and emotional well being has improved for all these pupils.

1 pupil is in Year 5 and has received over 5 red forms this term and received support from the family liaison team and support for their wellbeing at home - there is no significant improvement in behaviour for this pupil.

Next steps:

- Mr Eggleton to analyse data cumulatively as well as weekly totals and each form to be reflected on in greater detail.
- All forms to go through SLT for referral before the admin team to ensure every incident is followed up and staff and pupils are appropriately supported as well as ensuring consistency of approach
- RULER school training
- Expansion of ELSA and Lego therapy groups.
- Pascale to do an INSET on behaviour management.
- Children with one red form to be given structured behaviour plan (report) for the following seven days then reviewed at weekly intervals and this discussed with parents (currently the red form is shared with parents).

Attendance – data this term and over time comparisons

Behaviour

Attendance from September to date – using attendance from Years 1–6					
Date	Summer Term	PPG	2015/16	2014/15	2013/14
Overall percentage absence	3.11% (0.8 ua)	2.29%	3.87% 0.72% (ua)	3.89%	3.87%
pupils with less than 90%	18 pupils 5.71	4 pupils	8 pupils (2.53%)	6.5% (19 pupils)	5.9% 14 pupils
pupils with less than 85%	5 pupils 1.58%	4 pupils	2 pupils (0.63%)	1.03% (3 pupils)	1.4% - 4 pupils
pupils with less than 80%	4 pupils 1.25%*	2 pupils	2 pupils (0.63%)	0.34% 1 pupil	0.7% - 2 pupils

- Summer Term: this includes Eld (religious holidays for many pupils) and 1 broken leg, 1 recurring chicken pox, 1 junior arthritis 1 extended illness and 1 holiday unauthorised.
- Unauthorised attendance is rising due to term time holidays although the school only grants them i exceptional circumstances and seeks to issue fines where unauthorised.
- More of an issue is where pupils are off school little and often - ME and DK have had several meetings with parents this term – which has seen an improvement with most of the pupils involved.
- ME introduced Keith the Attendance Elephant – who presents certificates on a Friday either for perfect but mostly improved attendance to encourage our pupils who have attendance near the 90% mark to improve.
- **Next Steps:**
- New EWO allocated to school.
- To continue with meeting with parents who may be struggling with children’s attendance and to continue with Keith the attendance elephant.
-

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 despite increase in numbers		✓		

Self-evaluation – overview

Area	Grade
	<i>Outstanding</i>
<i>Exclusions</i>	✓
<i>Behaviour</i>	✓
<i>Attendance</i>	✓
<i>Safety</i>	✓
<i>Overall judgement</i>	✓



Next Steps 2016/17

- Increased focus on behaviour to ensure low level disruption is extremely rare.
- Increase support for very small group of pupils for whom outstanding behaviour for learning is a challenge
- improvement in attendance for those >95%



The quality of teaching, learning and assessment at the school

year 3/4 at the British Museum - Samsung Digital Workshop on Ancient Egyptians

Headteacher's Report to Governors

Summer Term 2016

Quality of teaching – Lesson observations

Analysis of lesson observations: in summer term focus was guided reading (phonics in EYFS). Prior to observations teachers supported with twilight inset on good practice and given opportunity to observe a more experienced colleague teaching (7 teachers did this)

Where learning was good or better the following strengths were particularly evident:

- quality of teaching from additional adults
- planning and differentiation so that all pupils were challenged in the lesson
- teachers' subject knowledge of both the reading and writing skills pupils needed to be successful but also the focus on the text pupils were reading(e.g ww2)
- Explicit teaching of vocabulary (also identified in the spring term science observations)
- structure of the lessons - children working independently were completing a range of meaningful tasks(e.g fine motor activities, phonics, independent reading comprehension, completing earlier work)

Next Steps:

- modelling of written answers
- assessment - very little ongoing assessment for learning seen except in year 1
- focus on one key skill - in several lessons, questions straddled several reading skills limiting working in depth at any one skill (e.g author's use of language for effect)

Quality of teaching – Focus on learning in writing and quality of teacher feedback for writing

Analysis of pupils’ learning and contribution of teacher feedback -All books demonstrated progress that was good or better.

Strengths	Next Steps 2016/17
<ul style="list-style-type: none"> • Quantity and quality of children’s writing • Planning and cross curricular work • Scaffolds for lower attaining pupils • Overall all work is marked and a significant proportion demonstrating very strong and purposeful to pupils. • Presentation is strong in most classes and best where high priority given by teachers 	<ul style="list-style-type: none"> • Pupils are given time to complete their next steps • Encouraging children to check edit and correct their own work, with redrafting in KS2. • Focusing on timely in depth marking of extended writing • Ensuring that pupils are always responding to next steps - pupils • Ensure clarity across classes as to the features of a written text. •

Quality of teaching – Learning seen in books

Analysis of Maths book looks -All books demonstrated progress that was good or better.

Strengths of learning and quality of feedback to pupils

KS1

- Large quantity of maths being done in books (Maths captured nearly every day)
- Strong planning with a range of resources being used (numicon is more evident in year 1)
- All work is marked with next steps being given
- Next steps are being addressed where mistakes are made by the children (especially in year 1)
- Adults are working with a wider range of children
- Children becoming more independent learners with more work being completed individually
- Books are very neat and tidy
- Children are showing more pride and ownership in their work (including taking more responsibility for sticking in sheets)
- Photos and picollage continue to improve with a bigger emphasis on the individual's learning

KS2

- A wider range of open ended next steps are being given
- Strong planning with an increased pitch for year 3 pupils being more evident
- There is more evidence of support staff doing guided groups
- Next steps are being addressed where mistakes are made by the children
- Marking and feedback are more efficient with a greater emphasis on next steps
- Vast improvement in amount of collaborative work (especially solver and recorder)

Next Steps2016/17

Support staff to use 'green in between' to show the impact of guided groups and how learning progressed throughout the lesson.

Support staff to work with a wider range of children with different abilities in KS2

Further imbed the mastery groups in year 4 and roll out in other year groups

Quality of teaching – Learning Environment Walks

Learning environment walks are completed termly to ensure learning environments are warm positive spaces which both support and celebrate learning and the school ethos

Strengths

- Book corners were well organised and attractive. Many classes has additional displays of topic books
- Home learning is being celebrated well, especially in KS1 (Castles)
- Working Walls are up to date and support learning well
- Science displays are stimulating and make of them contain interactive elements

*Next Steps*2016/17

more published writing needs to be displayed

Art galleries need annotating to explain the processes.

Progress of school development plan – Teaching Learning and Assessment

The Progress of Key Priorities within School Development Plan - Teaching

	Objective/Action	On target	Notes
	<p>Target 1: Use action research to develop each teacher's capacity to drive their own CPD and thus improvements in the quality of teaching and learning.</p>	✓	<ul style="list-style-type: none"> Action research project in each phase taking place Lesson study pilots with 3 other schools - 3 teachers at CDPS trained and impact seen in science observations in relation to building in pupil failure with their choices within investigations and resilience. New lesson study (cross school begins in September)
	<p>Target 2: Further enhance the quality of learning and teaching by embedding the revised assessment system for English and Maths in line with the new curriculum including a focus on using assessment to provide highly effective feedback and planning to meet all pupils' needs.</p>	✓	<ul style="list-style-type: none"> External moderation for EYFS< KS1 and KS2 confirmed accurate and thorough teacher assessment, strong levels of rich learning and expert teacher knowledge of pupils All learning has been assessed and moderated against new levels. All books are marked using feedback and response from pupils English marking next steps more strategic for all teachers but should continue to be a focus areas in 2016/17.

Self-evaluation – overview

Area	Grade			
	<i>Outstanding</i>	<i>Good</i>	<i>RI</i>	<i>Inadequate</i>
<i>Teaching, Learning and Assessment</i>	✓			

- Strong levels of progress seen in lessons and books for all groups
- Engaging lessons which enthuse and inspire children
- Opportunities for challenge of different attainment groups
- Feedback to pupils is shaping learning over time and in outstanding lessons, within the lesson in a sophisticated way.
- Strong assessment systems in place to track learning over time and ensure planning and additional provision meets children's needs - externally confirmed by LA and testing.

Self-Evaluation – Overview

Area	Grade			
	<i>Outstanding</i>	<i>Good</i>	<i>Requires improvement</i>	<i>Inadequate</i>
	✓			
<i>Overall Effectiveness</i>	✓			
<i>Personal Development Behaviour and Welfare</i>	✓	✓ – behaviour and attendance		
<i>Teaching learning and Assessment</i>	✓			
<i>Leadership & Management</i>	✓			