Woodchester Endowed C. of E. (Aided) Primary School

Headteacher's Report to Governors

Prepared for: Full Governors meeting to be held October 2019 - 6pm

Introduction:

There has been an unusual start to the new school year as Mrs Holmes (Ash Teacher) had a hip replacement operation in August. Mrs Banks (4 days) and Mrs Latham (1 day) agreed to teach the class until her return, which has been incredibly helpful, ensuring continuity and a smooth transition in/back for the children. Mrs Banks worked hard in the holiday to make the classroom 'her own' and this has enabled the children to make a very positive start. From 23.9.19, the children will attend full time. A letter was sent out to parents in the holiday and appears to have been received with understanding.

Last academic year the school consulted all stakeholders on the Vision and much work was done on this. We are now in a position to embed this and ensure that all decisions we make as a school are underpinned by this Vision and through our Christian distinctiveness. Having now received feedback from a representative of the Diocese and last week's Ethos Committee meeting, I will be updating the website to reflect this by the end of this half term. This work, will feed into the self-evaluation form for SIAMs, which has seen a huge change in its framework. Church of England schools now need to self-assess how well their Vision is lived out against seven different strands and an inspector will look for evidence of this when inspecting the school.

A new Ofsted inspection framework has also been introduced and from now on all inspections will be under this new framework. There are significant changes for schools to be aware of (see below) and these will need to be reflected in our school development plan and self evaluation form.

Last academic year brought challenges to our budget setting process. The 'contingency fund' that existed in previous years has reduced over the years and is now gone. We submitted a recovery plan to the Local Authority. Other pressures included the grade restructuring of non-teaching staff and increase of salaries but with no extra money allocated to cover the cost of this. A forthcoming maternity leave and extra teaching by the Head has given us some 'breathing space' but the financial challenge remains.

Pupils:

Year R	Year 1	Year2	Year 3	Year 4	Year 5	Year6
11	21	15	24	15	20	21

Ash	Beech	Hawthorn	Juniper	Willow
20	27	29	30	21

EYFS & KS1 = 47	KS2 = 80

N.O.R. = **127**

22 Y6 children left the school in July 2019.

9 children left the school during 2018-19. 3 left to go to private school, 1 to a school with a Communication and Interaction unit, 2 children moved to a different part of the country and 3 to other school in the area. 4 children who left were eligible for Pupil Premium funding and 1 child received 'top up' funding through an Educational Health Care Plan.

11 Reception children have joined us in Ash class. The expected 12th child was new to the Stroud area and found a school nearer to their home in Ebley and the expected 13th child was one of 3 siblings who left to move to the Birmingham area. The new Reception children are settling in well although such a low cohort brings with it financial implications as our last Y6 cohort was 22 and only 11 new children have joined in Reception.

10 additional children joined us during 2018-19 and in a variety of different year groups. 2 of these were from private schools, 2 from St. Dominic's, 1 home schooled, 2 from the Middle East, 3 children who moved into the village from the Stroud area or beyond.

6 additional children joined us in September 2019. One family of 3 siblings and one family of 2 siblings have moved into the locality from the South East and 1 child has moved from another local school – (her brother may also apply to join the school shortly).

For a relatively small school, this is quite a lot of movement in and out; however, those children who have joined us seem to have settled in well. This has left us with an interesting picture as far as numbers are concerned with some year groups over PAN and some groups under. The low number of new Reception children has affected our total number on roll. (Maximum: 140)

I will once again run an 'Open Morning' this autumn to allow as many prospective parents as possible to come and look around the school. This has been set for Thursday 7th November (9:00am – 11:00pm). Mrs Davies is organising advertising at playgroups and nurseries in the surrounding area and an advert is soon to be placed in the local press. If any governors are available on that morning it would be great if you could spare a little time to come and help with coffee and discussion.

OFSTED – Introduction of a new inspection framework from September 2019

Last week, I attended a LA briefing for 'Outstanding' schools, which provided an overview of the new framework. The aim of this was to consider the following questions:

What does it mean to be 'outstanding'?
Is your school still outstanding? How do you know?
Are outstanding schools exempt from inspection?

The Key Judgements are:
The Quality of Education
Behaviour and Attitudes
Personal Development
Leadership and Management

Quality of Education: This includes elements of the old 'quality of teaching and learning' judgement and elements of the old 'Outcomes' judgement but it is a *very* different approach in terms of methodology and emphasis. There is also a difference in the use of data with a much greater emphasis and focus on the curriculum.
Curriculum Intent: curriculum design, coverage and appropriateness
Curriculum Implementation: Delivery/Teaching (pedagogy)/Assessment
Curriculum Impact: Attainment and progress/Reading/the use of assessment

Inspection Approach

Top level view – long telephone conversation with Head
Curriculum Deep Dive – school based activities (finding out through lesson visits/discussions with staff and children etc.)
Curriculum is the area which we are most focused on a school. Subject leaders need to be confident in knowing their subject well and standards throughout the school. Raising the importance of all subject areas is exciting and supports the development of a rich, engaging curriculum but as this has not been a priority focus for some years, it will require investment in high quality CPD and subject leader time/staff meeting time. This also has an implication for Staff and Governors in terms of leadership and knowledge of the new EIF. Our School Improvement Partner, Mr Malcolm Strang, is leading a staff meeting session on subject leadership on 25th September 2019.

End of Year Outcomes 2016 - 2019 KS2

WE= WOODCHESTER ENDOWED **LA= Glos Local Authority** **ENG/NATIONAL DATA**	**2016** (18 chn) 1 child = 5.5%	**2017** (22Chn) 1 child = 4.5%	**2018 (21 chn)** 1 child = 4.7%	**2019 (22 chn)** 1 child = 4.5% 12 boys = 55% 10 girls = 45%
PUPILS MEETING EXPECTED IN READING/WRITING AND MATHS	WE – 83% LA – 54% ENG – 53%	WE – 64% LA – 62% ENG – 61% Girls 78% Boys 54%	WE – 18/21 = 86% LA –63% ENG – 64% Girls % 6/7 = 86% Boys % 12/14 =86%	WE – 15/22 = 68% LA –64% ENG – 65% Girls % 7/10 = 70% Boys % 8/12 = 66.6%
• Down 18 percentage points from 2018 although performed slightly better than 2017 • No significant gap between boys and girls • 3 percentage points above National • 4 percentage points above LA				
PUPILS MEETING HIGHER	WE – 22%	WE – 14%	WE –24 %	WE –9 % 2chn

STANDARD IN READING/WRITING AND MATHS	LA – 6% ENG – 5%	LA – 10% ENG – 9% Girls 33% Boys 0%	LA – 10% ENG – 10 % Girls 0% Boys 36 %	LA – 11% ENG – 11 % Girls 0% Boys 16.6 % 2 boys
• Lowest combined at higher standard for 4 years and slightly lower than Nat and LA – focus area 19 20 • Girls did not meet high standard in R/W/M – boys outperformed girls				
READING EXP WE/Nat/LA **GDS WE/Nat/LA** **AVERAGE SCORE IN READING** **PROGRESS IN READING**	WE – 83%/66% GDS – 50%/19% WE – 109 LA – 104 ENG – 103 WE - 4.8 WELL ABOVE AVERAGE LA 0.7	WE – 86%/72% GDS – 45%/25% WE – 108 LA – 105 ENG – 104 WE - 5.9 WELL ABOVE AVERAGE LA 0.8 Girls 6.8 well abov av Boys 5.2 well above av	WE 19/21 90%/75% GDS – 38%/28% WE – 109 LA – 105.4 ENG – 105 WE - 3.1 WELL ABOVE AVERAGE	WE 18/22 82%/73%/75% GDS – 32%/27%/30% WE – 106 LA – 105 ENG – 104 WE – 1.62 AVERAGE LA ? Girls 1.36 Boys 1.84
• Reading – Still strongest subject (attainment and progress) but downward trend - above National by 9 % points • Reading – less children are achieving at greater depth (downward trend) although percentage of children reaching greater depth is still above National. Progress measure (1.6) less strong – Why aren't more medium attainment children achieving at the highest level? • Only half of KS1 high attainment children converted to greater depth at KS2 – • 27% of medium attainment children achieved higher attainment, making better than expected progress.				
MATHS EXP WE/Nat/LA **GDS WE/Nat/LA** **AVERAGE SCORE IN MATHS** **PROGRESS IN MATHS**	WE - 94%/ 70% GDS –39%/17% WE – 108 LA – 103 ENG – 103 4.1 WELL ABOVE AVERAGE LA -0.3 (BELOW AV)	WE – 77%/ 75 % GDS – 18%/23% WE – 104 LA – 104 ENG – 104 1.0 AVERAGE LA 0.1 (AVERAGE) Girls 1.2 average Boys 0.8 average	WE-20/21 = 95%/76 % GDS – 29%/24% WE – 105.4 LA – ENG – 104.4 WE - 0.21 AVERAGE LA ? Girls -0.01 Boys 0.33	WE-16/22 = 73%/79 %/79% GDS – 23%/27%/26% WE – 103.5 LA – 104.9 ENG – 105 WE - -1.0 AVERAGE LA ? Girls -1.47 Boys -0.56
• Maths – weakest area and this year is under National and LA attainment at 'expected' and 'higher' standards (3 SEN/3 children missed scaled score of 100 (98 or 99 scaled score)). 4 children achieved a scaled score of 109 (110 required to achieve higher standard) – so close! • Maths – inconsistent progress from KS1 as only 73% medium attainment children achieved expected levels at KS2 and only 50% of the highest performing children at KS1 achieved the highest attainment at KS2 – why? (4 children scaled score 109 – needed 110) • Maths will continue to be a key focus area in 19 20 –GLOW Mathhub Teaching Research Group project.				
WRITING EXP WE/Nat **GDS WE/Nat** **PROGRESS IN WRITING**	WE - 89%/ 74% - GDS – 33%/15% WE – 2.7 average LA - -1.1 below av	WE - 77%/76 % GDS – 23%/18% WE – 1.5 average LA - -0.4 below av Girls 3.5 average Boys 0.1 average	WE - 18/21 = 86%/78% GDS – 8/21 = 38%/20% (External moderation) WE – 1.78 average LA – ENG – 0.03 LA ? Girls 2.36 Boys 1.44	WE -18/22 = 82%/78% GDS – 5/22 = 23%/20% WE –0.32 AVERAGE LA – ENG – 0.03 LA ? Girls 2.44 Boys -1.44
• 91% converted as expected from KS1 Medium attainment to KS2 expected attainment • Only 63% of children who achieved the highest attainment at KS1 achieved highest attainment at KS2 – area				

of focus 2019 20				
GPS TEST WE/Nat/LA **AVERAGE SCORE IN GPS**	WE - %/ 73% - ENG – 104	WE -91%/ 77% - 36%/31% ENG – 106	WE 19/21 = 90%/78% - 107 = 33%/34% ENG – 106	WE -17 /22 exp = 77%/ 78% - 107 higher = 41%/36% ENG – 106
• Grammar, Punctuation and Spelling – close to National at age related expectations • Improved number of children achieved highest levels with 18% of children making better than expected progress from KS1 to 2				

We have not yet had a Curriculum and Standards Committee meeting in order to discuss these and other results and provide more analysis. However, all results will feed into an updated School Development Plan currently being written. Focus areas were discussed with the School Improvement Partner on Friday 20th September (improving teaching & learning, expectations and pace, improved 'higher' achievement).

Performance Management targets for teachers will be set before 31st October and will include a set of new challenging targets for their pupils. Progress towards these will be monitored through work scrutiny, lesson visits, pupil progress meetings and discussions with children.

Safeguarding

- Operation Encompass – Local Authority MASH team contact schools via email to alert when a pupil has been involved or witnessed a domestic abuse incident. Letters have been sent out to parents (September 2019), giving further information about this multi-agency strategy.
- September 2019 – NSPCC Speak out, Stay safe – programme for primary schools. This half term we are working with the NSPCC through assemblies and workshops to give key safeguarding messages to children in an age appropriate way. There will be a workshop for parents regarding online safety. The School Council are also organising a fundraising project in school as part of this work.
- Mrs Jane Smith (Finance Office) attended a safeguarding course for admin staff and continues to administer the Single Central Record.
- Matthew Smith will attend a Multi Agency Safeguarding training day (Dec 19 or Jan 20). When completed and passed the school will have two deputy designated safeguarding leads (Mr Smith/Mrs Witts) in addition to the Designated Safeguarding Lead (Head).
- There is one child in school who is currently supported by a Social Care 'Child in Need' Plan and there are no children on the Child Protection register.

Special Educational Needs

From September 2019, we have 16 children on My Plans, 3 children on My Plan + and 18 children at 'Cause for Concern'.

An Education Health Care application was submitted in April 2019. The assessment was agreed and some funding allocated to support the school in meeting the needs of the child. The EHC plan was finalised at the end of August 2019. The school now has two children with EHCPs and the first £6000 of the funding allocated for both these children needs to come from the school's notional SEN budget. The remainder of the funding allocated is 'top up' funding from the Local Authority. The school is now in the process of recruiting SEN 1:1 support teaching assistant to work mornings and at lunchtime.

The SENCO will forward a SEND report before the FGM and there will be an opportunity to ask questions during the meeting.

As Mrs Latham is no longer a governor, a new governor will need to be appointed to represent SEN.

Pupil Premium

- 4 pupil premium (not in Y6) left the school during 2018 19 and there were 2 children in the cohort of Year 6 leavers July 2019. Three children who have recently joined the school are entitled to Service Pupil Premium as a military family.
- The majority of Pupil Premium funding is currently used to improve attainment and progress through the employment of teaching assistants and a teacher to provide specific intervention, e.g. IDL (dyslexia programme) and through providing access to emotional and social support to children and parents, buying in the services of Wendy Cook (Direct Worker). Non-Pupil Premium children also benefit from both these provisions.
- Pupil Premium is used to support the funding of children's access the school curriculum and wider opportunities regardless of family income and personal circumstances, e.g. music lessons, trips, school clubs, residential visits, purchase of school uniform.

Lynn Pennington. September 2019