

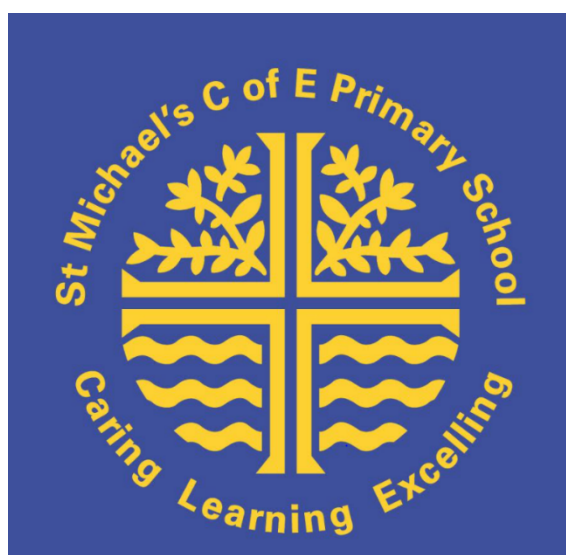
Strictly Private and Confidential

Head Teacher's Report to Governors

Quality of Education/Behaviour and Attitudes/Personal
Development/Leadership and Management

St Michael's Church of England Primary School

November 2021



Contextual Information

Contextual information	Current data	Notes
Overall number of pupils at the school	307	EYFS (45), Y1 (45), Y2 (41), Y3 (42), Y4 (46), Y5 (43), Y6 (45)
Overall percentage of boys in the school	51.8% (159)	
Overall percentage of girls in the school	48.2% (148)	
Percentage of pupils eligible for the pupil premium	25.7% (79) <i>19.9% (61) current roll</i>	Funded from January census
Percentage of pupils in receipt of FSM	25.4% (78)	
Percentage of pupils with SEND	11% (33)	
Percentage of pupils in receipt of an EHC plan	2%(6)	
Percentage of pupils at Child Protection	0.7%(2)	
Percentage of pupils at Child in Need	1%(5)	Allocated Social workers
Percentage of pupils at Team Around the Child	1%(3)	JH as Lead Professional for these.
Percentage of LAC	1.6%(5)	
Percentage Post LAC	0.6%(2)	
Percentage of carers registered as Young Carers	1.3%(4)	
Percentage of pupils with EAL	1%(3)	Polish/Arabic
Percentage of pupils who are part of an ethnic minority group	3.6%(11)	W&B Caribbean/White and Black African/Other mixed/White and Asian/White other/Arab/Asian and any other Ethnic group

Quality of Education

Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND. Inspectors will consider the school's curriculum and will consider the extent to which it sets out the knowledge and skills that pupils will gain at each stage (intent). They will consider the way that it is developed or adopted by the school and how it is assessed in order for pupils to build their knowledge and apply their skills (implementation). Finally inspectors will consider the outcomes that pupils achieve as a result of their education (impact).

Key points and Actions linked to Curriculum and Assessment September 2021

- External consultancy work with English and Maths leaders ongoing to strengthen the subject leadership for maths and English with a core focus on the monitoring of implementation plans and gathering evidence to impact on actions.
 - 03.11.21 External consultant work on Maths intent, implementation and impact and joint lesson observations.
 - 12.11.21 Locality Lead completed a deep dive in reading across school. Report being processed.
 - 15.11.21 Attendance at the Kyra Maths cluster meeting for maths leaders
 - 24.11.21 SLE for Maths funded through LCC maths project working with Maths leaders to strengthen teaching and learning within mixed-age classes in KS2. Core-focus to be lesson observations and work scrutiny.
- Fortnightly maths and English leadership release time.
- Performance Management objectives for all teachers linked to the quality of education and subject leadership areas and teaching and learning development.
- Assessment Policy is being revised to comply with the school's assessment and monitoring system with data check points now changed to December, March and June.
- National Statutory Assessments resume this academic year with the following:
 - Reception baseline testing within the first 6 weeks of 2021/22 academic year- completed.
 - Year 2 Phonics check (in the absence of Y1 phonics check in June) by the end of the Autumn term 2021.
 - Year 6 SATS week commencing 9th May 2022 (09/05/22 SPAG, 10.05.22 Reading, 11.05.22 Maths paper 1 and 2, 12.05.22 Maths paper 3)
 - Year 2 SATS week commencing 22nd May 2022
 - Year 1 Phonics Check week commencing 6th June 2022
 - Year 4 Multiplication Tables Check week commencing 6th June 2022 (3 week window)
- See SDP for detailed milestones linked to quality of education and for the most recent attainment and progress data for Autumn 2021. Please note that judgements are reached through the triangulation of evidence resources; including teacher's ongoing assessments of learners, not just assessment tests.
- Parent meetings linked to Curriculum, behaviour and personal development were held virtually with parents/carers week commencing 8th November.

Behaviour and Attitudes

*The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitude of pupils.
This includes attendance.*

Attendance

Groups	National data- Year to date	School data
All	93.6%	94.75%
FSM	91.4%	91.7%
SEND	91.8%	91.6%

See below for attendance breakdown:

Attendance Return from 6 SEP 2021 to 17 NOV 2021

This report excludes students who left after the 6 September 2021

Number of Open Sessions = 94

This report excludes Boarders

Group	No. of Students	Maximum No. of possible attendances	Total Absences				Total Attendances		Total No. of Students who were absent on one or more session		% Unauth. Absentees
			Authorised		Unauthorised		No.	%	Auth.	Unauth.	
			No.	%	No.	%					
Year Group Reception	45	3439	196	5.70	16	0.47	3227	93.84	30	5	11.11
Year Group 1	45	4031	209	5.18	19	0.47	3803	94.34	36	6	13.33
Year Group 2	41	3647	174	4.77	32	0.88	3441	94.35	29	6	14.63
Year Group 3	42	3687	128	3.47	11	0.30	3548	96.23	28	4	9.52
Year Group 4	46	3998	124	3.10	29	0.73	3845	96.17	23	7	15.22
Year Group 5	43	3786	214	5.65	37	0.98	3535	93.37	31	8	18.60
Year Group 6	45	3958	186	4.70	18	0.45	3754	94.85	33	6	13.33
Totals	307	26546	1231	4.64	162	0.61	25153	94.75	210	42	13.68

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Ever FSM - No	223	19276	692	3.59	89	0.46	18495	95.95	148	24	10.76
Ever FSM - Yes	84	7270	539	7.41	73	1.00	6658	91.58	62	18	21.43
Totals	307	26546	1231	4.64	162	0.61	25153	94.75	210	42	13.68

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Sen Stage - None	274	23936	1065	4.45	147	0.61	22724	94.94	186	38	13.87
Sen Stage - K	27	2414	149	6.17	15	0.62	2250	93.21	20	5	18.52
Sen Stage - E	6	512	42	8.20	4	0.78	466	91.02	5	1	16.67
Totals	307	26862	1256	4.68	166	0.62	25440	94.71	211	44	14.33

Key points and action for attendances:

- Pastoral Leader working with children and families with persistent absences. This is showing an improving picture in attendance, particularly for those children at CIN/CP.
- EWO engagement for families causing concern in relation to attendance.
- A worry that families are still using COVID as an excuse to keep children off school (testing etc).
- The National Breakfast Initiative launched with school giving out breakfast two mornings a week on the playground from 8:45am-9am, free to all school children.
- Revised attendance policy with a strong focus on the importance of attendance and punctuality so that disruption for children is minimised. The policy will include formalised letters for early intervention against a traffic light system with clearly defined consequences for non-attendance. The policy will be shared with all families in November 2021.
- COVID related absences were high at the start of the academic year but have since lowered for November. To date from September 2021 there have been a total of 687 school sessions (1 session = ½ a day) missed by children across school for COVID related absences.
- Further attendance analysis for comparison can be found through the DfE via the link below:
<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england-autumn-and-spring-terms/2020-21-autumn-and-spring-term>

Pupil behaviour including exclusions

- 1 incident of bullying reported to the Pastoral Leader since the previous HT report.
- 0 Homophobic incidents reported.
- 1 Fixed Term Exclusion/Suspension in September 2021.
- 4 children with a Pastoral Support Plan. 2 at high risk of exclusion.
- 2 children with a temporary reduced timetable for the Autumn term. 1x EYFS and 1X Year 5.

Actions linked to Behaviour and Welfare

In addition to the points raised at the previous Curriculum report:

- The school's Anti-Bullying statement is clear within the School Behaviour Policy.
- School's Pastoral Leader and Assistant Head Teacher continue to work closely with families to support both attendance and behaviour concerns.
- School's pastoral Lead has set up a lunchtime club for children experiencing behavioural difficulties at break times. Children choose to attend.
- A qualified Sports coach is available two lunchtimes a week to coach children in games rules and etiquette at lunchtimes when playing sport.

Safeguarding Update

- Safeguarding training is ongoing as required and recorded on the SCR. School continues to follow the 6-year LSCP Pathway.
- EW and SA have completed DSL training as part of the 6-year pathway.
- JH, Pastoral Leader has now been added as a Deputy Safeguarding Lead.
- LSCP assurance completed with Safeguarding Governor November 2021
- All staff have completed Brook Traffic Light assessment tool training through LSCP and have read and understood DfE Sexual Violence and Harassment guidance for schools:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

SEND Overview 2021/22

Year Group	Number of chn with identified needs	Primary Needs	Number with EHCP approved/agreed.	Total % of year group
R	1	Sensory and Physical	1	2%
Y1	4	Communication and Interaction Cognition and Learning SEMH	0	8.9%
Y2	6	Sensory and Physical Cognition and Learning SEN support-not specialist	0	14.6%
Y3	7	SEMH Communication and Interaction Cognition and Learning SEN support- not specialist	1	16.6%
Y4	5	Hearing Impairment Profound and multiple learning difficulties Communication and Interaction Cognition and Learning	3	10.8%
Y5	6	Communication and Interaction Cognition and Learning SEMH	2	14%
Y6	4	Other difficulty Specific disability Physical disability	0	8.9%

Key points and actions linked to SEND- EW updates

- IEP training was delivered during the October inset days following a review of the template for IEPs.
- IEP review dates have changed to 3 times a year from 2 times a year. Now October, February and June.
- IEP reviews completed week commencing 17.11.21 with IEPs shared with parents.
- SENDCo to Continue to attend appropriate training/facilitate KYRA EAST SEND FORUM.
- Continue to work with appropriate external agencies for support where required.
- Classroom observations carried out accordingly.
- Whole school provision mapping under review.

Personal Development

The curriculum provided by school should extend beyond academic, technical or vocational.

- See SDP for milestones relating to wider curriculum development regarding personal development, including ensuring cultural capital and values are embedded throughout our curriculum.
- A long term plan is in place for the development and deepening of pupils' understanding of the fundamental British values both throughout the curriculum and within collective worship plans.
- Extra-Curricular sporting activities have resumed; including, boys and girls hockey, rugby and football tournaments.
- A free get active session provided from 8-9am every Monday and Wednesday morning to all children through Sports funding allocation.
- School are part of the National Breakfast Initiative and provide free breakfast for the whole school as they enter the grounds on a Tuesday and Thursday morning.
- RSHE lessons follow the statutory guidance and lessons are delivered frequently.
- Daily collective worship invites children to be reflective, explore beliefs, faiths, feelings and values. School is currently working with a Diocesan advisor to re-establish the school's core values and integrate these into a LTP for worship over two-years.
- Pupil well-being champions have been invited to the role and appointed accordingly, meeting regularly with the school pastoral lead.
- Children have been involved in school recruitment processes, allowing for their opinions and voices to be heard and considered.
- Weekly celebration worship recognises and celebrates many values for behaviour, learning, extra-curricular achievements, external awards etc. COVID permitting, school would like to start inviting parents to these again in the Spring Term.
- EYFS visited the local library, many were unfamiliar with this provision in our locality.
- Charity fundraising events including the whole community have taken place this Autumn term.
- Celebrations planned for over the coming month include nativity plays, carol services and a christingle services at the local church.

Leadership and Management

How leaders and Governors ensure that the education that a school provides has a positive impact on all its pupils. Inspection and research indicates that leaders and managers can have the strongest effect on the quality of the education provided by the school.

Key points and Actions

- Performance Appraisals carried out for all teachers, except those absent long term. Anonymised pay recommendation review documents shared with Pay and Performance Governors for approval or challenge. All recommendations approved.
- Subject leaders appointed for all subjects. Some new to their area- training needs identified accordingly.
- Head Teacher Performance Management/Appraisal completed by allocated governors, supported by an external consultant throughout the review process.
- Phase Leaders were appointed in September to strengthen the leadership and management, including monitoring and communication, across school.
- Agended, weekly SLT meetings between the HT/AHT and DHT. Actions identified in line with operational and strategic management with relevant timescales in place for these.
- Monthly SLT meetings in addition to the above are now held for phase leaders and non-core subject leads alongside HT/DHT/AHT.
- Weekly briefings for all staff continue for operational matters/behaviour/well-being discussions.
- Staff development meetings timetabled for terms 1 and 2 linked to SDP priorities- this has included a staff focus on the Dfe Reading Framework along with a whole staff team learning walk:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf Phase leaders have audited their provision in line with the guidance and identified actions will form part of the English Lead's action plan cycle.
- Identified Teaching Assistants are accessing the Kyra Teaching Assistant Development Programme.

- HT and AHT have completed the Kyra/SSP Peer review training and are now allocated a peer review triad. St Michael's peer review will be conducted in April 2022 as part of this process.
- DHT has enrolled for a NPQ in Leading Teaching and Learning to commence in November 2021.
- DHT is engaging with Science and Computing hubs to support the leadership of these subjects.
- Curriculum deep dive in Reading carried out by Locality Lead to support school evaluation and inform further actions completed on 12.12.21 and Science deep dive planned for 19.11.21.
- Analysis of data and progress completed for the Autumn term with milestones in place for the academic year in line with projected targets linked to both National and school prior attainment. See SDP.
- Pupil Progress discussion with teachers focussed on outcomes for individual learners.
- School Leaders have revisited and redefined the school vision, taking into account the views of the wider school team and community.
- Governor visits have been conducted this term- see governor reports.
- HT continues to work with the Diocesan to develop the school's Christian distinctiveness and to develop further staff confidence in leading whole school collective worship.

- Head Teacher to talk through the SDP priorities and milestones achieved in line with them.

School development Priority

To further develop the teaching and learning within Reading, Writing and Mathematics across the whole school so that progress is improved and the proportion of children meeting and exceeding the nationally expected standard is increased.

- Monitor and embed the impact of SPAG and phonics in improving writing outcomes, focusing on the standard of application
- Embed the thorough and systematic approach to teaching reading across EYFS, KS1 and KS2
- To improve Maths achievement and attainment, with particular emphasis on the use of manipulatives (concrete, pictorial and abstract) to support the development of planning and teaching in mixed age classes.
- To close the gap in attainment and progress for vulnerable groups, pupil premium and SEND children across school.

Develop and embed curriculum leadership by enhancing and building leadership capacity at all levels (including governance) throughout the school:

- Embedding the new LTP and Curriculum framework with focussed tracking and assessment against skills and knowledge.
- Develop Science and non-core subject leadership across school at all levels.
- To review the foundation curriculum, ensuring that subject leaders know and understand the progression in skills and knowledge for their subject from EYFS through to Y6.
- To ensure that Governors have a secure knowledge base and understanding of the strategic leadership in relation to the Quality of Education.
- To further develop and embed the Christian distinctiveness of the school.

Previous Inspection Targets

- The recent improvements in the assessment of the pupils in key stage 1 are secured, so that the most able pupils are consistently able fully to work at the levels of which they are capable.
- Additional staffing paid for using the pupil premium is used to full effect in meeting the needs of disadvantaged pupils, including the most able.

Previous Inspection Areas for Development SIAMS

- Increase the rigour of leaders' monitoring of the school's Christian distinctiveness and its impact on the life of the school, including academic attainment and progress.
- Provide a range of opportunities for children to plan, prepare, present and evaluate acts of worship so that they become developed as leaders of this aspect of the school's life.
- Ensure that children are able to articulate fully their understanding of the theological basis of collective worship and extend their understanding of Christianity as a multicultural world faith.

