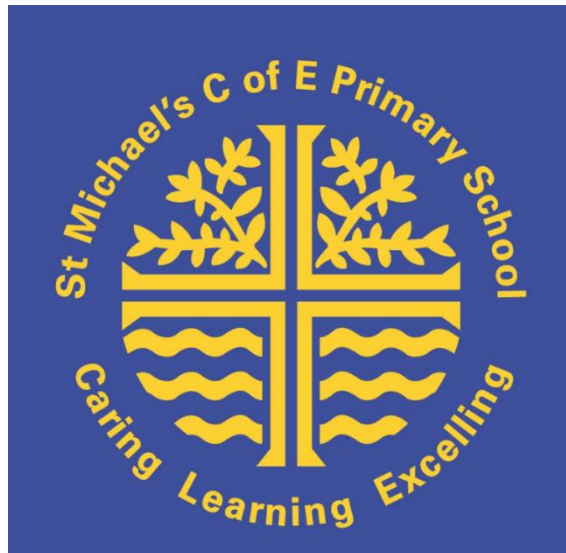


Strictly Private and Confidential

Head Teacher's Report to Governors
Curriculum, Behaviour and Welfare Update
St Michael's Church of England Primary School
May 2022



Contextual Information

Contextual Information	Number	Percentage	Notes
NOR	308		EYFS (45), Y1 (45), Y2 (43), Y3 (42), Y4 (46), Y5 (42), Y6 (45)
Boys	159	51.6%	
Girls	149	48.4%	
Eligible for PP	76	24.7%	
In receipt of FSM (May 2022)	83	26.9%	
SEND provision	39	12%	(Cognition and Learning 11, Communication and Interaction 11, Social Emotional and Mental Health 11, Sensory and Physical 4)
Educational Health Care Plan	7	2.3%	2 pending - requests for assessment made for 2 chn in KS1. On 05.05.22, still awaiting outcome.
Children with an allocated Social worker	12	3.9%	CP- 2 CIN-10
Children at Team Around the Child	9	2.9%	EW Lead Professional
Children In Care (CIC)	3	1%	
Post CIC	3	1%	
EAL	3	1%	Polish/Arabic
Pupils who are part of an ethnic minority group	11	3.6%	W&B Caribbean/White and Black African/Other mixed/White and Asian/White other/Arab/Asian and any other Ethnic group
Young Carers	3	1%	

Behaviour and Welfare

Including attendance, behaviour in lessons & around the school, attitudes towards others, safeguarding, inclusion and SEND

Attendance

Attendance Return from 2 SEP 2021 to 12 MAY 2022

This report excludes students who left after the 2 September 2021

Number of Open Sessions = 286

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	12036	810	6.73	99	0.82	11127	92.45	42	17	37.78
Year Group 1	45	12672	743	5.86	93	0.73	11836	93.40	42	15	33.33
Year Group 2	43	11547	678	5.87	90	0.78	10779	93.35	41	14	32.56
Year Group 3	42	11573	526	4.55	63	0.54	10984	94.91	40	10	23.81
Year Group 4	46	12813	519	4.05	80	0.62	12214	95.33	40	13	28.26
Year Group 5	42	11721	726	6.19	122	1.04	10873	92.77	41	14	33.33
Year Group 6	45	12589	646	5.13	57	0.45	11886	94.42	45	10	22.22
Totals	308	84951	4648	5.47	604	0.71	79699	93.82	291	93	30.19

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			No.	%	No.	%					
Ever Pupil Premium - No	248	68237	3411	5.00	429	0.63	64397	94.37	235	69	27.82
Ever Pupil Premium - Yes	60	16813	1237	7.36	175	1.04	15401	91.60	56	24	40.00
Totals	308	85050	4648	5.47	604	0.71	79798	93.82	291	93	30.19

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			No.	%	No.	%					
Ever FSM - No	220	60892	2658	4.37	358	0.59	57876	95.05	209	58	26.36
Ever FSM - Yes	88	24185	1990	8.23	246	1.02	21949	90.75	82	35	39.77
Totals	308	85077	4648	5.46	604	0.71	79825	93.83	291	93	30.19

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			Authorised		Unauthorised		No.	%	Auth.	Unauth.	
			No.	%	No.	%					
Sen Stage - None	266	73435	3728	5.08	509	0.69	69198	94.23	251	82	30.83
Sen Stage - N	1	273	5	1.83	0	0.00	268	98.17	1	0	0.00
Sen Stage - K	34	9441	747	7.91	50	0.53	8644	91.56	32	9	26.47
Sen Stage - E	7	1928	168	8.71	45	2.33	1715	88.95	7	2	28.57
Totals	308	85077	4648	5.46	604	0.71	79825	93.83	291	93	30.19

Pupil behaviour

- CPOMS continues to be used to record and monitor all behavioural incidents and it is accessed daily by senior leaders and safeguarding leaders.
- 2 incidents of bullying reported to Head Teacher since January. Separate cases.
- 0 Homophobic incidents reported.
- There have been 8 Fixed-term suspensions since September 2021 to date (3 children)

Actions linked to Behaviour and Welfare

- School continue to engage and work with the Pupil Reintegration team for 3 children at risk of exclusion and also with BOSS (Behaviour Outreach Support Service) to implement a BIP (Behaviour Improvement Plan).
- School continue to follow the Lincolnshire Ladder of Intervention to support with behaviour.
- One child has secured a 16-week intervention placement at Springwell alternative provision from 16.05.22.
- 5 children have an external Pastoral Support Plan. These are shared with all staff, parents and any relevant agencies.
- Counselling provision for children provided by Jolly-Bee has been increased to 6 hours a week instead of three.
- School leaders have purchased a package to work alongside an external consultant to support the school in embedding a relational approach to behaviour management in order to create consistency of practice for supporting with challenging behaviour.
- 2 Teaching Assistants have been identified to attend Emotional Literacy Support Assistant (ELSA) programme. This is a highly regarded evidence-informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range of social and emotional needs.
- School Financial planning scenarios for consideration have included a Pastoral TA role.

Safeguarding Update

- Safeguarding training is ongoing as required and recorded on the SCR. School continue to follow the 6-year LSCP Pathway.
- EW and SA have completed DSL training as part of the 6-year pathway.

SEND Overview 2021/22

Year Group	Number of chn with identified needs	Primary Needs	Number with EHCP approved/agreed.	Total % of year group
EYFS	4	Speech and Language SEMH Profound and multiple learning difficulties	1	9%
Y1	4	SEN support SEMH Speech and Language	1 pending	9%
Y2	6	SEMH Speech and Language ASD/ADHD	1 pending	13%
Y3	7	SEMH ASD/ADHD Profound and multiple learning difficulties	1	15%
Y4	6	SEMH Speech and Language ASD/ADHD Hearing Impairment Profound and multiple learning difficulties	3	13%
Y5	7	Moderate learning difficulties Multi-sensory Impairment ASD/ADHD SEN support	2	15%
Y6	4	Moderate learning difficulties ASD/ADHD SEMH	0	9%

Key points and actions linked to SEND- EW updates

- New SEND governor, SG – liaising regularly with EW, SENDCO.
- EW continues to attend LCC SEND East Lindsey Briefings, and appropriate training from external agencies/providers. This year 3/3 days of training on SEND in the Mainstream (Feb/March 2022). Whole school training from BOSS for ADHD (04.05.22).
- EW continues to be the East Lindsey KYRA East SEND forum leader, and also works on the Kyra Implementation Committee Inclusion and Pastoral work stream.
- Individual Education Plan Review meetings with class teachers, and parents of pupils with identified SEND, happen the recommended three times per year: November/February and May.

Key points and Actions linked to Curriculum and Assessment

- The School's Curriculum statement has been revised and personalised to reflect our curriculum offer and is updated on the website:

At St Michael's Church of England Primary School, our ambitious curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. We pride ourselves in offering our pupils a broad, creative and exciting curriculum which is delivered through imaginative and knowledge rich projects based around the Cornerstones Curriculum model of a thematic approach. The curriculum is personalised to our school, exposing all of our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. Pupils study the full curriculum; it is not narrowed. There are many opportunities for curriculum enrichment, including: music, choir, trips, residential visits, gardening, sports and a range of clubs after school.

Our curriculum puts the child at the centre of learning, providing them with a wealth of learning challenges that require them to use and build on their knowledge and skills base in order to be curious, confident and independent life-long learners.

Our values are at the core of everything we do.

The key principles behind the design of our curriculum are for our children to:

-Be confident, independent and resilient; displaying a thirst for learning.

-Be kind; showing empathy and compassion whilst valuing diversity.

-Achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education.

-Be culturally knowledgeable about our country and our world.

-Have aspirations for the future and know that these can be reached through hard work and determination.

-Be well prepared for the challenges of the secondary school curriculum.

Ultimately, we want all of our children to be the best they can be, making a positive contribution to the world they live in.

- A bespoke timetable has been in place for Spring 2, Summer 1 and will continue into Summer term 2 for all subject leaders to have additional time for leadership development time, including monitoring and observations linked to their subjects and action plans.
- Maths, English, Reading, Science, R.E, History, PSHE Leaders have engaged with external consultancy support this term in order to review and monitor their effectiveness against action plans.
- Internal and external moderation and work scrutiny for English and Maths is ongoing alongside SLT and subject leaders. Year 2 and Year 6 teachers have completed LCC funded 'pre-moderation' x 3 sessions this term with an external moderator to support in collecting evidence and with closing any gaps in attainment prior to key assessment check points.
- GP, EYFS lead has successfully secured a role with LEAD equate as an Early Years Specialist and will therefore be commissioned to provide school to school support where identified through LEAD Teaching Hub.
- EYFS are continuing to use Tapestry to record observations made in school. All of which will support in making baseline judgements. See data for EYFS on excel spreadsheet.
- ***Whole school attainment and progress data to governors for analysis and questions as part of this agenda- see spreadsheet 'Data, Spring 22'.***
- KS2 SATs assessment tests were administered w/c 9th May as per the DfE timetable for administration. The Chair of governors carried out a monitoring visit of the process on 11.05.22.

Church School Distinctiveness key points and actions:

- Head Teacher has attended session 1 (gathering evidence) of SIAMS development package.
- SA has met with SIAMS school effectiveness advisor DG.
- The School's R.E leader has attended R.E. cluster meetings each half term this academic year. Relevant information has been disseminated to the team.
- Year 6 will be attending the Church School Festival at Lincoln Cathedral on 27th June
- Head Teacher attended the Mayor's Civic Service on behalf of the school in March 2022
- The Easter Service was held at St Michael's Church- the children had been unable to attend services at our church since March 2020.
- Arabella will be working with Head Teacher and pupils to develop a Collective Worship Council over the Summer Term 2.

Previous Inspection Areas for Development

- 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 multi-cultural world faith.