



## Headteachers Report March 2023

### Introduction

This term has literally flown by after a January that seemed to go on forever. The children have been focussed and covered a amazing amount of learning and have ben able to go out to various community and sports events.

The Peer Review Process, although time consuming, has been a positive experience and has given us a chance to connect with parents and time and space to reflect on the comments made by Ofsted and how we will move forward.

We are all feeling reenergised and looking forward to putting our plans into action next term and beyond.

### Where we are now

#### Pupil numbers.

Current numbers are:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2	8	10	8	7	10	11

Total NOR 56

Our drop in roll is obviously a concern but is due to families moving out of the area and specialist provision becoming available for two of our SEND pupils rather than any problems with the school itself.

Pre-School:

2 year-olds	3 year-olds	4-year olds	[FS1]
5	3	1	[3]

Total 9

We now have capacity for 12 children per day [4 X 2 year-olds + 8 X 3/4 year-olds]. We still have spaces available and continue to market these through the pre-school face book page. It is hoped that our stay and play sessions will also help to encourage growth in the summer term.

### Future Pupil Numbers

We have had 10 places allocated for next year's reception class which will keep our numbers fairly stable next year. Raising the profile of the school through facebook, the parish magazine and the

local newspaper will also hopefully attract some in-year applications in the summer term - especially with the news of more delays with the Launceston Primary School building.

### Staffing (including workload and wellbeing)

#### Current Staff:

Mrs L Mead	1.0fte	Head Teacher/ YR/1/2Teacher in Squirrels Class [Wed pm, Thursday, Friday] SENDCO [Wed am]
Mrs J Humphries	0.48 fte	YR/1/2 Teacher in Squirrels Class [Mon - Wed am] Early Reading lead / PE lead
Ms Z West	1.0 fte	Y3/4 Teacher in Badgers Class English Lead / Hist, Geog + MFL lead
Mrs S Jeffery	1.0 fte	Y5/6 Teacher in Owls Class ECT
Mrs A MacLaren	30 hrs pw	Pre-school manager am 1-to-1 SEN support pm
Mrs S Wonnacott	27 hrs pw	Squirrels LSA am HLTA Mon, Tues, Wed, Fri pm DDSL
Mrs K Stapleton	27 hrs pw	Badgers LSA am HLTA pm
Mrs S Dingle	26.25 hrs pw	Owls LSA am Breakfast club / Lunchtime supervisor
Miss P Newbitt	27.5 hrs pw	1-to-1 SEN support
Mrs K Menhenitt	27.5 hrs pw	1-to-1 SEN support
Mrs H Sinton	27.5 hrs pw	Pre-school assistant am Squirrels LSA pm
Mrs E Hancock		School Secretary

The headteacher worked from home 2 days this term and 1 teacher has been absent for 3 days due to illness. One member of support staff had 3 days absence due to family illness and 8 days due to illness. Another member of support staff has had 2 days absence due to family illness and 2 weeks due to illness. Both support staff were covered by medical certificates.

The Head teacher has had 4 days extra non-contact time this term which has been covered mostly by Mrs Tamara Walker [supply teacher] and occasionally by Mrs Melissa Knight [supply teacher]. Both of these have also covered in Squirrels, Badgers and Owls for staff training where possible although we have used Opus supply staff for this on 1 occasion.

One of our SEND pupils has secured a place in specialist provision and so will be leaving us at Easter. This means that his 1-to-1 TA will no longer be in post. However, I would like to offer her some part-time hours in the summer term to support some intervention groups which we can fund through PPG.



## Safeguarding

Child protection plan: 0 children

Child in Need plan: 0 children

Early Help: 0 [3 were stepped down this term]

1 referral was made to Early Help but this was not taken up as the family have subsequently moved out of county.

On watch: 6 children

PLAC: 2

The DSL [Headteacher] contacted the MARU on 2 occasions for advice regarding 1 family. A CME [Children Missing in Education] form was also sent to the EWS [Educational Welfare Service].

The DSL and the deputy DSL have completed Team Teach training and are working on updating the positive handling policy and recording systems.

Safeguarding continues to be a standing item on the staff weekly briefing and staff meeting agendas.

There have been no VISTS or Operation Encompass communications this term.

### SAFEGUARDING LINKED POLICIES

The Headteacher and Chair of Governors are in the process of reviewing and updating these and several have been uploaded to the governor drive for Governors to review before the fgb meeting on 20<sup>th</sup> March. Once these have been ratified they will be uploaded to the website and staff go through these at the twilight [whole] staff meeting on Tuesday 2<sup>nd</sup> May.

## SEND

**RECORD OF NEED: Spring 2023**

**Number on Roll: 56 YR—Y6**

**Total: 11 (excluding On Alert) 19.6% of the school population (National average 12.6%)**

**Total: 22 (including On Alert) 39.2% of the school population**

**Total EHCPs: 3 10.7% (National average 3.1%)**

### **Strengths**

- Inclusive Ethos and commitment to SEND children being taught in classes wherever possible
- Provision adapted to ensure SEND pupils can access after/out of school opportunities
- High number of skilled and committed support staff
- LM/ZW NASENCO trained and high levels of experience with SEND
- Good links with other agencies.

## Priorities for Improvement

- **Strategic review of provision** SENDCO currently attending training on the 'EEF Strategic Planning for SEND IN Mainstream Schools.'
- Develop in class strategies eg, scaffolding, adult support to enable pupils to 'keep up' and ensure all pupils accessing quality teaching and learning as part of improvement of the quality of teaching and learning generally.
- **Embed APDR cycle including designing timely and impactful intervention programmes.** Spring ADPRs reviewed for Summer term in place and shared with parents by end of spring term.
- **Continue to develop links with other agencies/providers as well as with other schools locally to build capacity for support within staff.** This has begun with Peer Review as well as links made with special school to develop opportunities for staff CPD.

## Quality of education

We completed our termly assessments last week and the data is still being put into the system. I will bring this to the first governors meeting of the summer term for governors to discuss.

## Data

### Attainment

### Progress

### Key Points

## Teaching and Learning [Present Ofsted Judgement: RI]

The Peer Review found that:

'the teaching staff meet the children's needs and inspire them to achieve, authentic behaviour for learning is reflected in the children's engagement and motivation.'

[there is] 'good evidence that pupils are challenged. Pupils know what is expected of them and understand what challenge should feel and look like in practice. In some classes, the review team saw independent learning and effective behaviour for learning.'

'Lesson visits during the review evidenced challenge in action. Children were actively engaged in quick recall developing their fluency. There were good transitions into independent and group learning and good pupil focus throughout.'

'Lessons evidenced children understanding where they are in a sequence of learning and teaching support staff were deployed effectively to support and enhance learning. Questioning during the lessons visits extended children's vocabulary and thinking.'

The Review also found that 'Sometimes lesson delivery was a bit safe and easy, with some children dependent on adult support.' Therefore, **next steps** are to continue to improve the pace of lessons

and the independence of learners through adapting teaching and tasks to ensure inclusion and challenge, and to develop the role of the LSAs in the classrooms.

## Curriculum Development

- We have been continuing to follow the two-year rolling programme designed by the staff which has been adapted to incorporate our Literacy Tree texts and to build on pupil's interests. LM has begun to review the curriculums used by partner schools such as Whitstone, Nanstallon and Egloskerry and also some commercial schemes such as the International Primary Curriculum [IPC] and Cornerstones/Maestro to see if these can help us develop our curriculum further and more quickly.
- In English, we continue to use the 'Literacy Tree' units to teach writing and teachers are becoming more skilled at adapting these to ensure lessons are focussed on pupils needs. Owls class have adapted the approach and have used the novel 'Percy Jackson and the Lightning Thief' across the term.
- Early Reading: We continue to follow the 3-day RWI programme in squirrels and most of our Y1 and Y2 pupils are now using AR alongside this to support the children to move from phonic based to 'real' reading. The new reading books are also in place for those who are unable to access AR yet. Squirrels class also continues to have weekly guided Reading sessions using Literacy Tree text where we focus on reading aloud and 'book talk'. Information about phonics, AR and 'book talk' as well as the new reading systems in class has gone out to parents and many of the squirrels' parents attended a demonstration session of guided reading with Mrs Mead on World Book Day.
- Reading Across the School: The reading areas are established in each class and children have daily 'reading for pleasure' sessions. AR is also being used daily and the lowest 20% of readers are being supported by LSA interventions at least 3 times per week [daily in Squirrels class].
- Maths: White Rose Maths continues to be our main resource, supplemented by Twinkl Mastery in Maths and with TTRockstars to improve Maths fluency across the school. We have adapted our delivery of this in KS2 to have more whole class teaching with LSAs supporting groups of children in the lesson or pre teaching concepts but this has yet to be developed in KS1. Fluency has been a focus with all classes spending the first 15-20 minutes of each lesson learning/practicing number facts and recall. In Squirrels class this is being done through the Maths Hub 'Mastery in Maths' programme and is having a noticeable impact on progress in this area.

## Behaviour & Attitudes

### Behaviour

Behaviour across the school continues to be good.

There have been no suspensions or exclusions this term and no racist incidents. There was some concern about a friendship group in Y6 but this has now been resolved through meeting with parents and the pupils and putting activities and strategies in place to support the group to communicate better.

## Attitudes

We carried out a pupil survey with the children in January about their attitudes to learning and this tallied with what Ofsted and the Peer Review had found: that pupils feel safe and supported in school and know who to ask for help if needed. They also stated that they feel challenged by the lessons in school though many were uncomfortable with being 'challenged' ie working outside their comfort zone. However, a significant number felt that learning was 'too easy'. Further discussions with Owls class in particular did bring up the fact that the children felt it was the staff who were responsible for their learning not them, so we do have to develop a sense of working together to learn.

We continue to focus on the 3 main school rules: BE KIND, FOLLOW INSTRUCTIONS and LOOK AFTER OUR RESOURCES and to consistently apply the behaviour policy. This is having a positive impact on the behaviour in school.

As observed by the Peer Review 'The headteacher has paused the use of BLP (building learning power) as children were not clear about the language definitions and what they look like in practice. She would like to explore the potential QI (key) skills model.'

In response to this I attended the CAPH conference on Friday where Dr Laura Jana, the creator of the Qi [pronounced key] skills model, presented her ideas and rationale. This is also the model used by Nanstallon to underpin their curriculum rather than as add on and I will be looking to see how we can incorporate this in our curriculum design and development moving forward.

## Attendance.

Session Attendance Summary (05 Sep 2022 - 14 Mar 2023)

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Attendance	96.24%	88.58%	88.69%	90.69%	86.67%	95.79%	91.18%	90.77%
Authorised	3.54%	11.12%	9.98%	5.99%	7.85%	3.95%	8.74%	7.81%
Unauthorised	0.22%	0.30%	1.33%	3.33%	5.48%	0.27%	0.08%	1.42%
Persistent Absence >=10%	0	4	4	1	2	0	4	15
AEA	0%	0.05%	0%	1.00%	0.89%	0.35%	0.52%	0.41%
Present	96.24%	88.53%	88.69%	89.69%	85.78%	95.43%	90.65%	90.36%
Lates	0.44%	0.34%	0.22%	1.00%	0.52%	0.40%	0.56%	0.49%

Our overall attendance [90.77] has dropped since the end of the autumn term [91.81%] and is still some way off from our target of 95%. This is partly due to a run of illness including COVID and Strep just before Christmas and again this term.

It is also inflated due to persistent absence of a small number of children. Owing to our low numbers generally this then has a greater negative effect on our percentages.

One family is still a cause for concern, but I have managed to engage the EWS and we are in the process of putting a support plan in place.

We also have 1 family whose 2 children are now classed as missing in education. They are still on our roll but not attending so this is skewing our figures as well. We have followed all the correct procedures and the EWS/MARU are aware of the situation and we will be able to evidence this impact for any future inspections.

## **Personal Development.**

We continue to promote our values of Kindness and Personal Responsibility through our school rules and also British Values through our assemblies and weekly Picture News sessions.

This term we have offered the following clubs:

Eco club, Craft Club, Coding Club, SATS practice/Homework club and Forest school which have all been run by the teaching staff. There has also been and a football club run by our PAFC coach and KS1 and KS2 sports clubs run by Arena.

KS2 children have attended Football Festivals at Launceston College as well as Cross Country events at Duchy College. KS1 children are also attending a cricket festival at Launceston College next week.

Some of our KS2 children represented us at the Lord Mayor's Parade on St Piran's Day in Launceston Town and all of the children had a lesson in traditional dance from a member of the Town Council.

We have also secured tickets to see the LION KING in Bristol in June and this will be part of a day trip to Bristol for KS2 which will also include a visit to a museum and a meal in a restaurant.

## **Ofsted Measure Leadership and Management**

The Peer Review found that: 'The headteacher demonstrates strong and resolute leadership. [and] There is clear support across the school community for her vision and intent for the school.'

- David Howley our SIP visited on 20 January and set targets for HT PM in line with the recommendations of the Ofsted visit on 13 December.
- In the meantime the HT has been engaged with the Peer Review process and has used the report from the visit to Trekener on 27/28<sup>th</sup> February, the Ofsted report and the PM targets to update the SIDP for relaunch after Easter.

## **Teaching and Learning**

The Headteacher has observed teaching and learning through learning walks and formal observations were carried out as part of the peer review.

- Teaching observed has been generally good with visible improvement in the pace and focus of lessons in English and Maths and there is evidence in books and through pupil voice to show that the marking and feedback policy is being used consistently to help children improve and develop their learning.
- We have just completed our second full assessment week using NTS Reading, Maths and GaPS assessments as well as past SATS papers for Y2 and Y6. Teachers are still in the process of data inputting and analysis which will continue to inform the planning of programmes of study and interventions for next term. We will also be able to fully assess the impact of last term's interventions.

## **CPD [Training and Development]**

- LM has attended training on Team Teach, PP Strategy, Strategic Provision of SEND, Drawing Club and the Peer Review Process
- ZW/SJ have completed Literacy Tree Planning workshops [online] and SJ has completed First Aid training as part of her Forest School qualification.
- AM has attended training on the EYFS curriculum and she and JH have met with Jo Parsons and Steph Wright for EYFS planning support]
- SW has also completed Team Teach [face to face training] and further Operation Encompass Updates.

## **EYFS**

EYFS: As observed by Ofsted and the Peer Review we need to develop the curriculum in this area. We have had visits from and discussions with Stephanie Wright [EYFS Lead for LA] and Jo Parsons [Pre-School Lead for LA] and Mrs McLaren has attended training. This will be a priority for next term and we will be linking with the EYFS lead at Nanstallon school to design our new curriculum and develop the pre-school and Reception environments.

## **Scanning the Horizon**

- To continue to develop links and collaborate with other schools/organisations
  - I attended the Science network group meeting at Launceston College to support transition of our Y6 pupils and to discuss ways in which we can support each other with the resourcing of the science curriculum.
  - Have met with the PTI Hub leader to discuss how they can support us [and the other local schools] next year.
  - We will be hosting teachers from Whitstone Primary school for KS2 writing moderation the week before Easter.
- Class structure/Staffing for next year
  - I have asked Charlotte Masters [the school bursar] to run 2 scenarios for classes next year for the governors to look at in regards structure. The first is for us to stay as 3 classes full time and the second would be for three classes in the morning [YR/Y1, Y2/Y3 and Y4/Y5/Y6] and 2 in the afternoon [YR/Y1/Y2 and Y3/Y4/Y5/Y6]. This would mean SJ moving from 1.0fte to 0.5 or 0.6fte next year. We would also reduce our class based TA hours from 2 full time and 1 part time to 1 full time and 2 part time. I have mentioned to staff that this is a possibility to enable them to reflect and plan for the year ahead.
  - There will also be a reduction in TA hours due to 2 SEND pupils moving to alternative provision.





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