



Headteachers Report December 2022

Introduction

It has been a busy, yet productive term and I can't quite believe I have been Head at Trekener for only 4 months! The pupils and staff have been amazing, working hard and been open to new things. Particular highlights have been:

- the open afternoon which gave me the chance to meet the parent's properly and more importantly the parent's the chance to come in and see the school at work. I'm looking forward to our Christmas craft afternoon next week!
- The Harvest Festival in the church which allowed our children to be part of their community again after Covid and suggests that our Nativity/Christingle service will be a huge success - despite the lack of parking!
- The Y5/Y6 rugby tournament in November which showed our pupil's fighting spirit and resilience in the way they continued to play [cheerfully] in what were horrible conditions.

I'm looking forward to continuing the busy theme as we rush towards the Christmas holidays and hopefully a bit of r and r to recharge for the new year.

Where we are now

Pupil numbers.

Current numbers are:

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

Total NOR 60

We have had a visit from a family who currently have a Y1 child at Launceston Primary school and are waiting to hear if they have requested a place with us for January.

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]. At the moment we have between 3-7 children coming each day so still have spaces which we are marketing through the Pre-school facebook page which Alycia has set up.

Future Pupil Numbers

We currently have 3 pupils in the pre-school who should be joining Reception next year and have also had enquiries from 2 families with children not currently at Pre-school. The deadline for applications for next years reception is 15th January 2023 so we will have a better idea of numbers then. We are going to have an open day for prospective parents on Friday 6th January and send some fliers to local preschools to give out as soon as we go back. We have also relaunched our Facebook page this week and will put out an invite for families and some advertising on here. Mrs Humphries is also starting up Stay and Play on Wednesday afternoons from January.

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 | 26.5 hrs pw | 1-to-1 SEN support |
| Mrs K Menhennitt | 26.5 hrs pw | 1-to-1 SEN support |
| Mrs H Sinton | 26.5 hrs pw | Pre-school assistant am Squirrels LSA pm |
| Mrs E Hancock | | School Secretary |

The headteacher worked from home 1 day this term due to illness and 1 teacher has been absent for 1 day due to family illness. One member of support staff had a day's absence due to family illness, 1 absent due to COVID [for 9 days] and 1 with other illness [5 days] but otherwise staff absence has been low this term.

As governors agreed, the Head teacher has had 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 Badgers and Owls for staff training where possible although we have used Teaching Personnel supply staff for this on 3 occasions.

Safeguarding

Child protection plan: 0 children

Child in Need plan: 0 children

Early Help: 4 children [one has recently been stepped down]

On watch: 6 children

PLAC: 2

The Headteacher [DSL] has completed Level 3 update training and also New DSL training and has put an action plan together [as part of the SIDP] to ensure we continue to be compliant with Statutory Guidance.

The School's Safeguarding Policy has been updated and is on the website and the Safeguarding Governor has carried out checks on the SCR.

All staff have updated training on Keeping Children Safe in Education and PREVENT and Safeguarding continues to be a standing item on the staff weekly briefing and staff meeting agendas.

The DSL and DDSL have completed the updated Operation Encompass training and the dedicated email address is in place.

SEND

RECORD OF NEED: Autumn 2022

Number on Role: 60 YR—Y6

Total: 11 (excluding On Alert) 18% of the school population (National average 12.6%)

Total: 24 (including On Alert) 40% of the school population

Total EHCPs: 4 6.6% (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

- 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.
- Continue to develop links with other agencies/providers as well as with other schools locally to build capacity for support within staff.

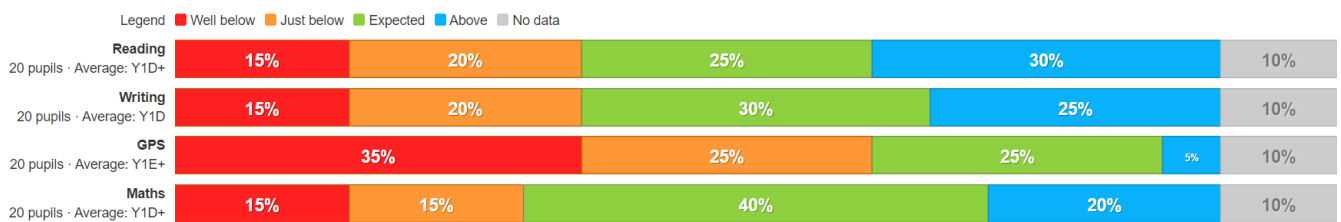
Quality of education

Data

Attainment

Attainment Overview for Pupils in Years 1-2 - 2022-2023 Autumn 2 - Teacher Assessment

Print

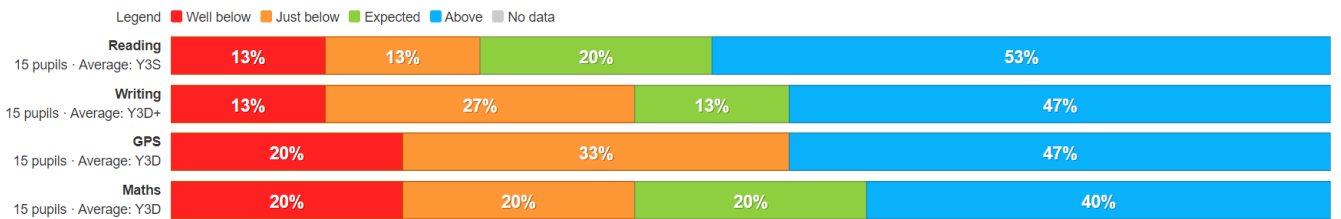


Combined attainment in 4 assessments

| At/above expected | Above expected |
|-------------------|----------------|
| 25% | 5% |

Attainment Overview for Pupils in Years 3-4 - 2022-2023 Autumn 2 - Teacher Assessment

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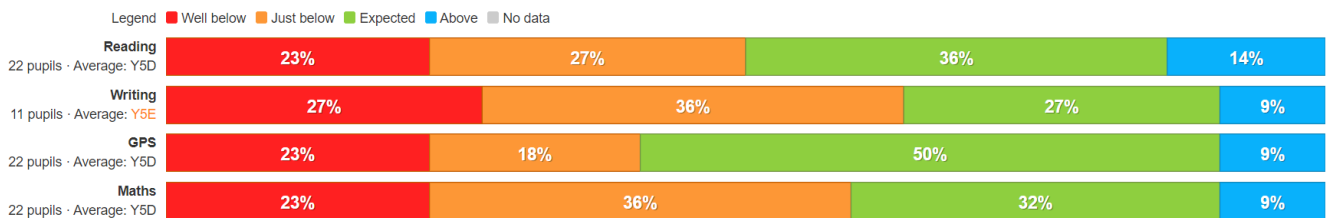


Combined attainment in 4 assessments

| At/above expected | Above expected |
|-------------------|----------------|
| 33% | 27% |

Attainment Overview for Pupils in Years 5-6 - 2022-2023 Autumn 2 - Teacher Assessment

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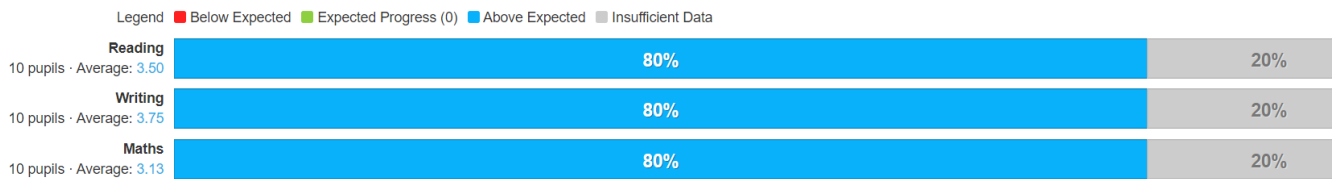


Combined attainment in 4 assessments

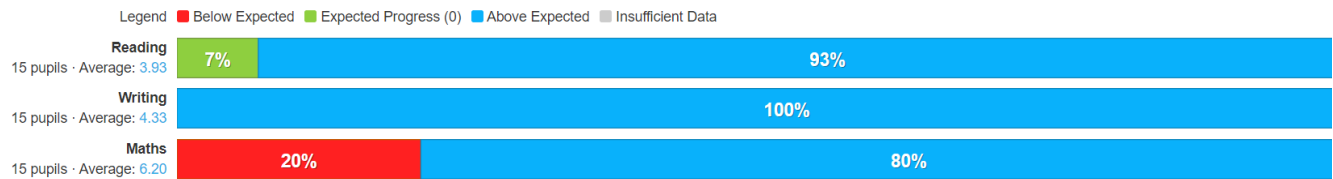
| At/above expected | Above expected |
|-------------------|----------------|
| 27% | 9% |

Progress

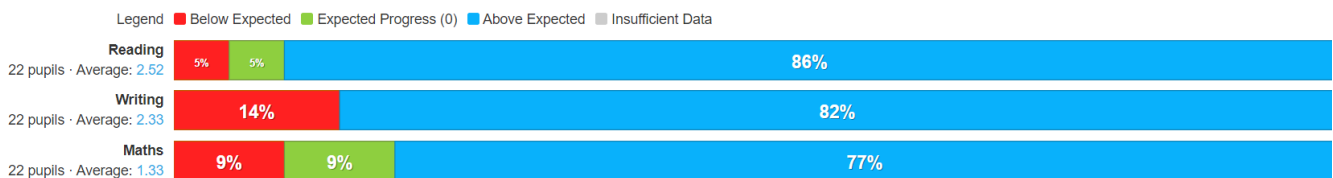
Progress Overview for Pupils in Year 2 – 2021-2022 Summer 2 to 2022-2023 Autumn 2 Teacher Assessment



Progress Overview for Pupils in Years 3–4 – 2021-2022 Summer 2 to 2022-2023 Autumn 2 Teacher Assessment



Progress Overview for Pupils in Years 5–6 – 2021-2022 Summer 2 to 2022-2023 Autumn 2 Teacher Assessment



Key Points

- Missing data from Y1 and Y2 attainment and progress represents SEND children who are working below the levels of the assessments.
- Attainment data shows that many of our children are still working below their Age-Related Expectations [ARE]. LM leading teachers in identifying areas for focus in class planning and in designing interventions for next term.
- Progress data is more encouraging as it shows that most pupils are making progress across RWM across the school.
- Both attainment and progress shows that we need to look at Maths teaching next term. Further analysis has shown that the weakness is lying in Maths Fluency. LM will lead staff meeting next Tuesday to look at how we can adapt our teaching of Maths to boost this next term and will model some lessons in the first week back in January.
- There will also be a continued focus on reading - especially reading aloud and for pleasure across all classes.

Teaching and Learning [Present Ofsted Judgement: RI]

The Headteacher and SIP did a learning walk of the school in early October and full observations of teachers were carried out by the HT for the Performance Management Cycle. The standard of teaching was generally good but some issues were identified regarding presentation and consistency in books and environments; pace and differentiation in lessons and use of adults.

These are being addressed with an updated marking and presentation code now in place and the development of teaching and learning planned in the SIDP.

The SIP is coming back to visit on Monday 12 December and it is expected that he will see improvements in place.

Curriculum Development

- We have been continuing to follow the two-year rolling programme designed by the staff. Next term we will be looking at how we can build on the work last year on assessment of the foundation subjects using learning labels, knowledge organisers and quizzing to promote meta-cognition.
- In English we have been using the 'Literacy Tree' which uses high quality texts to stimulate reading and writing. This fits in with our work on developing a love of reading across the school. We have been adapting the planning to suit our needs across the term. This has meant we have mostly been focussing on developing teaching sequences in writing and supplementing the teaching of spelling, reading and grammar by using the Babcock spelling programme and Literacy Shed VIPERS for whole class guided reading [Book Talk] sessions. We have begun to use learning labels to assess and demonstrate progress, in writing especially, and are beginning to gather evidence for the teacher assessment of writing at the end of Y2 and Y6.
- Early Reading: We continue to use RWInc as the basis for our early reading [phonics] teaching in EYFS and KS1. We are supplementing this with 'Book Talk' on Thursday and Friday where we work on reading comprehension with all the Squirrels children. We have also researched a non-phonetic reading scheme which will still be banded and carefully matched to the children's reading ability to encourage the development of other reading strategies. This should be in place in January.
- Miss West has taken over the leadership of Literacy with a focus on developing a culture of reading for pleasure and improving reading standards across the school. She has attended several training events and has written an action plan which we are beginning to implement - starting with Staff creating a reading area in their classrooms on the INSET day on January 3rd 2023.
- Accelerated Reader is also being used well and children are motivated to read and understand their books by regular quizzing and our half-termly prize raffle for those who achieve 100% on their quizzes.
- In Maths we have continued to use the White Rose Maths Scheme but are supplementing this with Twinkl Mastery in Maths and with TTRockstars to improve Maths fluency across the school. This is a focus for next term when we will be looking at ways to adapt this scheme to better meet our needs and accelerate progress.

Behaviour & Attitudes

Behaviour

Behaviour across the school continues to be generally good, though there is still some low-level disruption happening in pockets. We have simplified the behaviour policy and reward systems which is

making expectations clear and allowing staff to deal with 'poor choices' in a timely and constructive way.

There have been no suspensions or exclusions this term and no racist incidents. There has been a couple of incidents where there has been some privacy issues around the toilets reported and these have been logged and dealt with.

Attitudes

In conversations with the children and during discussions in class and assemblies we have seen that the children are aware of diversity, tolerance and keeping themselves and others safe. However, this is not always evident in their behaviour towards each other and so we will be conducting a survey to assess their attitudes before Christmas to inform our planning of assemblies and PSHE next term.

In the first half of the term, we refocused our attention to 3 main school rules which are BE KIND, FOLLOW INSTRUCTIONS and LOOK AFTER OUR RESOURCES. These have been regularly unpicked and discussed at assembly and children have been rewarded with headteacher awards at our weekly celebration assembly.

Attendance.

Session Attendance Summary (05 Sep 2022 - 28 Nov 2022)

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|-----------------------------|--------|--------|--------|--------|--------|--------|--------|-----------|
| Attendance | 82.72% | 88.33% | 92.59% | 93.06% | 87.17% | 96.72% | 93.86% | 91.81% |
| Authorised | 3.09% | 10.74% | 7.04% | 5.09% | 4.10% | 2.95% | 5.89% | 5.90% |
| Unauthorised | 14.20% | 0.74% | 0.37% | 1.85% | 8.73% | 0.34% | 0.17% | 2.25% |
| Persistent Absence >=10% | 1 | 5 | 3 | 1 | 2 | 0 | 2 | 14 |
| AEA | 0% | 0.09% | 0% | 0% | 0% | 9.60% | 0.93% | 1.94% |
| Present | 82.72% | 88.24% | 92.59% | 93.06% | 87.17% | 87.12% | 92.93% | 89.86% |
| Lates | 0.31% | 0.46% | 0.09% | 0.93% | 0.53% | 0.25% | 0.25% | 0.39% |

Our overall attendance [91.81%] is around the same as it was at the end of the summer term [91.79%] which is still some way off from our target of 95%. It should be noted that percentages are always lower at this time of year and should improve as the year progresses.

However there has been some persistent absence [where attendance falls below 90%] for several reasons. One family has had a run of recurring illness and we are seeking medical confirmation of this. Another family has also had Covid. There are 2 families [4 children] which are causing concern and advice has been sought from the EWO and strategies are being put in place to address this in the new year.

Personal Development.

We continue to promote resilience and growth mindset through our displays and the language and reinforcement adults use with pupils.

This half term we have begun to look at British Values and how these contribute to our society and school community. We use 'Picture News' every week to give the children the opportunity to learn about and reflect on global events.

Next term we need to look at how we can embed these into our daily lives and practice.

We are developing our curriculum offer to give pupils opportunities to explore and develop their interests and talents outside the classroom through after school clubs and taking part in community and sports events locally.

This term we have offered the following clubs:

Eco club, Craft Club, Singing 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 who have also provided a 'Balancability' course for EYFS/Y1.

Owls class also had the opportunity to attend a [very wet] TAG rugby tournament in November at Launceston College and we are signed up for more of these tournaments for different age groups as well as for cross-country and cricket next year.

I have also begun to explore a city-based residential for Owls next year as well as developing a programme of educational visits linked to our curriculum for 2023 and beyond.

Ofsted Measure Leadership and management

- As previously reported to governors there have been a number of things I have uncovered which have meant I have needed to be out of class much more than I wanted to this term.

These have included:

1. *Ensuring the website is compliant.* Sue and I have audited the website and have identified the policies that need updating. This should be completed by the time David Howley visits on Monday 12th December.

2. *Getting our GDPR and IT systems compliant and fully operational.* This has taken a lot longer than I thought and has cost more than originally budgeted for:

In the meantime

I have spoken to county and asked for support with appointing a DPO but as yet have heard nothing back so will be chasing this up next week.

David Giblett our original contact at NCI has left and so things have got a bit garbled with them and lots of things still need done. I am meeting with our new contact on Thursday, in school, to review what has been done so far and agree the next stage of the plan moving forward.

3. *Completing the actions of the Safeguarding Audit.* Sue has been in and checked the SCR and we are 99% there with this. Eira is now following up some loose ends around qualifications and references and started the shredding pile. She has been allocated some time on the INSET day in January to tackle this.

All relevant signage will be in place by David Howley's visit on 12th December.

I completed the new DSL training in October and have tweaked the action plan accordingly.

I will be setting up files for staff with all relevant policies etc and these will be used as basis for whole staff CPD on the Inset Day in January.

4. *Updating the schools SEND record of need and ensuring all APDR [provision maps] are in place.* The record of need is now up to date. Provision maps are being updated this week to share with parents before the end of term.

Teaching and Learning

- As a result of learning walk with the SIP in October we have been working to improve pupil engagement; responsibility for their own learning and presentation, independence and presentation. To do this we have updated the marking code; presentation requirements in books and the requirements for working walls.
- LM has modelled the planning of units of work in Writing using the Literacy Tree and how to use learning labels.
- We have just completed a full assessment week using our new assessments [NTS Reading, Maths and GaPS for GPS] as well as past SATS papers for Y2 and Y6]. This has generated a range of data but most usefully has provided us with GAPS analysis across these areas. Teachers are now using these to plan programmes of study generally as well as interventions for next term.

CPD [Training and Development]

- We had a development day with Jenna our RWI mentor who spent the day updating training for EYFS and KS1 staff and helped JH put together an action plan for the year.
- ZW has attended the Reading For Pleasure conference run by the SW Literacy Hub. She has also signed on to their **reading for pleasure project** and we are using this as the basis for implementing our reading for pleasure strategy. She also attended the termly Literacy Tree subject leader training [online].
- SJ has attended her ECT training day and visited ST Stephens school as part of her ECT mentoring.
- LM and SJ have completed SATS moderation training as we are likely to be moderated again in the summer.
- ZW also attended the PTI hub development day on Art subject leadership.
- SJ also attended her Forest School update training.

EYFS

- JH, LM and AM had a joint planning morning before October half term to ensure that our EYFS children are accessing good provision and teaching whether they are in the Pre-school or in Squirrels class. We still have some concerns around the provision in the afternoons for our Reception children, especially as there are only 3 of them, and also feel that there needs to be some investment in resources and the environment for Squirrels Class to ensure we are meeting these children's needs. We are having an EYFS monitoring visit from the LA 18th January which we intend to use as an audit so that we can put together an action plan for development.



Scanning the Horizon

As a small school head I have made an effort to make and re-establish links with some other schools with a view to working collaboratively and developing mutual support.

- South Petherwin School: I have met informally with Theresa Mills and also attended my first meeting with the LRLT where we have agreed our joint Development plan. All the areas of this are what we are doing on our development plan anyway so this should be a good source of support moving forward.
- Whitstone Primary School. David Howley [our SIP] is the SIP for this school as well and he recommended I get in touch with Kate Mould, the head as they have been on a similar journey to us. They are probably about 1-2 years further on than us but have similar class structures. I visited the school a few weeks ago and Kate and I have discussed ways we can support each other, especially around curriculum development and empowering staff.
- I have offered to host SATS moderation here in March with both these schools and will have a date finalised before the end of term.
- Finally, I was approached by Jo-Anne Callow, deputy CEO of AnDaras MAT, and met with her informally to talk about what joining the AnDaras Trust might look like. It wasn't a particularly informative meeting but she has offered to have a meeting with governors and Will Hermon, the trust's CEO early in January if this is something governors would like to consider.