



Mrs Nicola Bray

<b>Section One – School Context – Pupil Updates</b>	
Number on role:	206
Attendance and exclusions	<p>08.03.18 – 96.01% Whole school                      SEN 95%                      PP 92.98%                      FSM 92.19%                      Exclusions 0%</p> <p>Two children are currently being schooled under a flexi-school arrangement – Cornwall Council are aware.</p>
Number on SEN register:	33 pupils
Free School Meals (FSM) / Pupil premium	<p>FSM -18                      Pupil Premium – 33                      Service - 2</p>
Child Protection	Two children on child protection plan, One Child in Care (CiC), three children likely to become Child in Need (CHIN)
<b>Section Two – Effectiveness and Outcomes (Ofsted Categories)</b>	
Effectiveness of leadership and management	<p>The leadership team is now fully established. The school SIP has been into school and carried out her termly monitoring visit reporting that 'the school has an experienced and stable staff who are aspirational and valued. The SLT uses a 'hands on' approach resulting in a thorough knowledge of teaching and learning across the school'.</p> <p>Middle leaders are being supported in their new roles by Senior leaders and other specialist teachers. They have had the opportunity to present their Action Plans to governor working groups and have shared the expertise with staff from other schools. For Example, teachers have come to look at phonics and our approach to teaching writing.</p> <p>Two members of staff have qualified again this year to become county moderators and have supported other schools and the TRLC cluster with the standardisation of work.</p> <p>Two TA's have also started their HLTA training and should qualify this summer.</p> <p>The head teacher has attended the annual Child in Care update training.</p> <p>A member of staff is being trained in using the Forest School approach to outside learning. This training comes with a nationally recognised qualification and it is hoped that eventually we may be able to offer this facility to children outside of the school setting.</p> <p>Parent's evenings have taken place and were well attended (93%). Only one family in receipt of pupil premium did not attend and the school are currently working with social services.</p> <p>The school have attended several GDPR training events and senior teachers and administrative staff have attended an action planning meeting.</p>

<p>Quality of teaching, Learning and Assessment</p>	<p>All performance management observations have taken place and were linked to the school priorities. Teaching is strong across the school with no teacher needing additional support / supervision. Moderation sessions have been run with teachers and the SLT ensuring that all assessments are accurate and to identify any children not making progress. There has been a continued focus on professional development and staff have attended training such as First Aid, Team Teach, Ks1 and Ks2 assessment training, child protection, NQT conference, maths hub (Shanghai maths teachers), RE, guided reading, website design and Draw and Talk counselling. Children have entered a national engineering competition, following our Robot Wars aspiration assembly. The school are working hard to raise the profile of science across school, particularly with girls (this is also a government priority / initiative). The school have held a 'Harry Potter Day' linked to world book day. The children were very engaged and highly motivated. The work produced during the day was of a high standard. Parent feedback was also very positive (see class blogs for more pictures). A new guided reading scheme has been introduced and initial progress measures are looking positive (see reading progress below).</p>
<p>Personal development, behaviour and welfare</p>	<p>The school council have met this term and are currently working on a project with Treliske hospital to create an information video to be played on the children's ward when patients are waiting for their appointments. Staff have taken part in CEOP training to enable them to teach E-safety effectively. Staff have also taken part in First Aid training and two members of staff have undertaken additional paediatric training. We have taken part in Mental Health week which was all about celebrating difference. The week was launched with an assembly and the story of Elma the patchwork elephant. Each teacher then followed up the work in their class and recorded the children's learning in their class scrap book. A new EWO has been assigned to work with the school and is working to support those families whose children are consistently absent from school. Due to staffing issues at county we have been without this facility this term. Attendance letters have been sent out to parents to inform them if their attendance has slipped below the government's expectation of 96%. Members of the SLT are attending a conference to look at addressing issues of attendance and behaviour in London in April. Our anti-bullying platform 'Tootoot' is now well established in year 5 and 6 and we are now looking at introducing it to the other junior classes. The additional outside play equipment has been installed in our reception class providing the children with more opportunity to be active. Moving and handling is in the top 5 most observed strand of Development Matters and physical development average score was 16 points and we expect accelerated progress in the next assessment analysis based upon daily observations. The school are currently looking into introducing a new electronic system for monitoring safeguarding concerns called MyConcern. Feedback from other schools already using the system has been very positive and the schools ICT provider can offer a package. A road safety workshop has been booked to support infant children when walking to school. The school and nursery have also liaised</p>

	and sent a joint letter out to parents with some road safety reminders following the incident on the road outside of school. The school also contacted the local PCSO who has patrolled the main road into school.
Outcomes for pupils	95% of pupils in years 1-6 are making expected progress in reading with 46% making accelerated progress. 95% of pupils in years 1-6 are making expected progress in writing with 46% making accelerated progress. 94% of pupils in years 1-6 are making expected progress in maths with 44% making accelerated progress. <i>At this point in the year we would be aiming for as close to 100% of children making expected progress as possible (although there are many reasons why some children will be unable to at this point in their education) and 40% of children making more than expected progress. This target will increase to 60% by the summer term.</i>
Early years provision	A member of the SLT and class teacher have attended an early years training event which focussed on linking the environment to ongoing assessment, the balance between adult led and child initiated learning and the principles behind continuous provision. Leaders attended county training looking at Ofsted's most recent report 'Bold Beginnings' as well as recapping other previous reports such as 'Teaching and Play in the Early Years – a balancing act'. The EYFS governor working group met with Kim Rundle who shared the EYFS action plan and progress so far. Miss Rundle shared how each action point was progressing evidencing different approaches such as 'Helicopter Stories', additional training for adults and new resources that had benefited the children's development.

### Section Three – Progress towards School Development Plan priorities

#### 1. Pupil Premium - progress

Improve the progress of children in receipt of pupil premium funding and those in vulnerable groups through the use of the pupil premium funding so that their progress is equal to or better than 'all pupils' progress nationally in reading, writing and maths.

##### Reading

###### PP:

less than expected progress: 6 % Expected progress 40% More than expected progress 53%

###### Non PP

less than expected progress: 7 % Expected progress 49% More than expected progress 44%

##### Writing

###### PP:

less than expected progress: 6 % Expected progress 40% More than expected progress 53%

###### Non PP

less than expected progress: 7 % Expected progress 48% More than expected progress 45%

##### Maths

###### PP:

less than expected progress: 3 % Expected progress 57% More than expected progress 40%

###### Non PP

less than expected progress: 9 % Expected progress 46% More than expected progress 45%

#### 2. Literacy – reading progress and attainment

Sustain and improve the amount of progress children make, from their starting points, in reading. Ensure that progress and attainment remain above national figures

and increase this percentage. Narrow the gap in attainment between reading and writing.

95% of pupils in years 1-6 are making expected progress in reading with 46% making accelerated progress.

95% of pupils in years 1-6 are making expected progress in writing with 46% making accelerated progress.

You can see an increase from Autumn in the percentage of children making more than expected progress (Autumn 22% of children were making more than expected progress (+2)) and that progress in writing and reading are in line with each other.

### **3. Literacy – writing progress and attainment**

Sustain and improve the amount of progress children make, from their starting points, in writing. Ensure that progress and attainment remain above national figures and increase this percentage.

95% of pupils in years 1-6 are making expected progress in writing with 46% making accelerated progress.

(Autumn 21% of children were making more than expected progress (+2))

### **4. Mathematics – progress and attainment**

Improve the progress made by children in mathematics so that the majority of KS1 children make at least 3 steps from their starting points and KS2 children make at least 3 steps progress each year and building to make 4 steps progress as the curriculum becomes embedded. Ensure that progress and attainment remain above national figures and increase the percentage.

94% of pupils in years 1-6 are making expected progress in maths with 44% making accelerated progress.

(Autumn 20% of children were making more than expected progress (+2))

### **5. ICT**

Extend further the provision of hardware and software across the school to enhance children's awareness of new technology and its applications in cross-curricular education and maintain keeping pace with technology changes. Create a new school website in order to improve communication with parents, promote the school and its ethos to the wider community and meet its statutory duties.

The new school website has been launched and feedback has been very positive. Parents had been particularly impressed with the class blog pages and the opening video which they felt gave the school a welcoming and friendly feel.

ICT4 are currently providing the school with a quote to ensure that all staff laptops and memory sticks are compliant with the new GDPR regulations which come into force on the 25<sup>th</sup> May. Teaching staff have had an initial training session.

School are also currently looking at an electronic sign in system in the reception area to support with safeguarding requirements, data protection and fire safety regulations.

### **6. PE**

Increase the range of provision of sports available for children to participate in during and after the school day using the Sports Funding.

Use coaching opportunities as staff training and staff support to sustain sports coaching in the future. Increase the amount of competitive events the children are accessing.

Children have taken part in a variety of sports clubs and events including Street Surfing, yoga, Football (St Mary's team and Plymouth Argyle), cross country, rugby and cricket. However, there have been a few events we have not been able to attend e.g. basketball and netball and this further supports the schools decision to look into appointing an additional member of staff. A cricket coach has run an assembly and worked with two of our classes. They have also run whole staff training.

Year 3 have taken part in a moorland walking trip and are due to take part in a canoeing expedition in May. The school's sports premium was used to subsidise this. Year 6 children have also taken part in bike-ability to ensure that they are safe when using the road.

#### **7. Building/grounds improvements**

Increase the sporting facilities and opportunities available for pupils to play more sport and be more active

The trim trail and reception outdoor play area have now been completed. In the new financial year the premises group will need to investigate replacing the old play equipment on the playground. School and FSM have surveyed parents to see if more people would scoot to school if there was more secure storage but initial feedback suggested that people felt that the road to school was too dangerous. We are continuing to look into increasing the amount of parking available in the staff car park and are currently looking into planning requirements and costing.

#### **8. School leadership for the future of LA schools – successful models.**

Continue with investigations into future models of school leadership, governance and academisation with other local Truro schools.

The head teachers within the Penair partnership have continued to meet fortnightly to discuss ways of working together including buying services together in order to get better value for money. A residential training day has taken place to encourage team building and share best practise. Areas covered included the SDP, curriculum, transition and Ofsted updates. The schools are working together to create some shared proformas in preparation for the new GDPR and have discussed the possibility of sharing a DPO (Data Protection Officer) to reduce costs.

#### **9. Curriculum**

Ensure that our curriculum is broad and balanced, appropriate for our children and active

Staff have planned a variety of exciting trips and activities in order to engage children in their new learning. Year R and 1 visited the Eden project to take part in some Ice-play (which was kindly subsidised by the FSM). The children in year 2 have been learning the story of Jack and the Bean stalk and have created their own puppets as well as planting some magic beans! Year 3 got active with a river walk in Truro and an adventure on Bodmin Moor, year 4 visited Bodmin jail and year 5 went to Newquay zoo. Year 6 children were presented with a challenge following the school closure due to snow – the council (mock council) had requested that the children make up the time missed by coming to school on a Saturday. Year 6 wrote some amazing persuasive letters explaining why they felt this was not such a good idea! Year 6 have also participated in the postponed City of Lights Parade representing the school with their lanterns.

#### **10. EYFS**

Increase the progress children make from their starting point. Ensure that attainment remains above national figures.

100% of children have made progress from their baseline assessment. The next data collection will be Monday 26<sup>th</sup> March with Miss Rundle attending internal moderation the first week back after Easter. Ongoing use of Tapestry is being monitored by SLT and regular observations are showing clear developments in individual's progress.