

EXECUTIVE LEADERS TERMLY REPORT (INCLUDING...)

BACKGROUND INFORMATION AND CONTEXT

- Pupils on roll (+Gender) – 232 as at January 2019 census:
dates in brackets are October 2018

| | Boys | Girls | Total |
|----------------|----------------|----------------|--|
| Y6 | 14 (15) | 16 (16) | 30 (30) |
| Y5 | 20 (20) | 13 (13) | 33 (33) |
| Y4 | 16 (16) | 15 (15) | 31 (31) |
| Y3 | 13 (13) | 21 (21) | 34 (34) |
| Y2 | 15 (16) | 17 (17) | 32 (33) |
| Y1 | 11 (12) | 11 (13) | 22 (25) |
| F2 | 9 (8) | 8 (8) | 17 (16) |
| F1 – Full time | 6 (6) | 6 (6) | 12 (12) |
| F1 – Part time | 13 | 7 | 20 |
| Total | | | 212 (216) Full Time 232 (233) incl PT |

- Languages Spoken

| Language | Number |
|---------------|--------|
| Albanian | 1 |
| Czech | 8 |
| Dutch | 4 |
| English | 186 |
| Fula | 4 |
| Lithuanian | 4 |
| Pashto/Pakhto | 2 |
| Punjabi | 5 |
| Polish | 2 |
| Romanian | 1 |
| Shona | 1 |
| Slovak | 2 |
| Urdu | 12 |

13 languages spoken in school

- Free School Meals:

| | Total | Percentage of Free School Meals = 24.1% |
|-----|--------------------|---|
| FSM | 57 (was 52) | |

Percentage of pupils on SEN register = 27%

SEN:

School SEN – 65

EHC – 5 (+ 4 with School Support plans)

- Pupils in Care:**
- 4 (2 families)
 - 2 post LAC (2 families)

Fixed term exclusion: 0

Racist Incidents: 0

Bullying Incidents: 0

Complaints: 1 parent complaint about how a member of staff had handled a situation in school. KS met with parent and complaint resolved. .

Attendance compared with previous years

| Month | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | compared to last year |
|------------|--------------|--------------|---------------|--------------|---------|-----------------------|
| September | 96.6 | 93 | 96.0% | 96.4% | 94.6% | -1.8% |
| October | 94.6 | 96.4 | 97.3% | 95.6% | 96.4% | +0.8% |
| November | 95.1 | 96.4 | 96.2% | 95.2% | 97.1% | +1.9% |
| December | 88.7 | 95.7 | 94.3% | 94.5% | 94.7% | +0.2% |
| January | 94.1 | 95.7 | 95.4% | 94.1% | 95.8% | +1.7% |
| February | 94 | 96.4 | 95.5% | 95.9% | | |
| March | 95.2 | 94.7 | (95.6%) 94.1% | 95.2% | | |
| April | 95.3 | 97.2 | (95.7%) 94.4% | 97.4% | | |
| May | 95.2 | 96.0 | 95.7% | 96.3% | | |
| June | 95.3 | 96.0 | 96.4% | 93.9% | | |
| July | 92.6 | 93.1 | 94.3% | 95.7% | | |
| Whole year | 94.4% | 95.6% | 95.4% | 95.5% | | |

Target for year 96%

Attendance compared with LC schools

| Month | Year to date 19/20 |
|-----------------------|--------------------|
| Blackburn Primary | 96.1% |
| Ferham Primary | 91.6% |
| Kimberworth Primary | 95.8% |
| Meadow View Primary | 95.8% |
| Redscope Primary | 95.7% |
| Thornhill Primary | 95.2% |
| Thorpe Hesley Primary | 96.8% |

Questions to raise at the meeting:

Staffing update

| Staff leaving Spring/Summer 2019: | Staff starting Spring/Summer Term 2019 |
|---------------------------------------|--|
| Temporary teacher leaving Easter 2019 | Part-time teacher returning after maternity leave 8 th April 2019. This part-time teacher will job share the KS1 class with the Assistant Head. |

Staff absence

Staff absence was really affected school during Autumn 1. I reported that this was significantly affecting the school in relation to cover and impact on Kerry's time.

Since January 2019, to present day (15.3.19) we have lost 26 days to absence for 6 staff. This was 3 TAs and 3 Teachers. (16 days for TAs and 10 days for Teachers).

Report on Curriculum Development

We are currently giving a lot of time to the curriculum development to ensure that we are clear of the Intent, Implementation and Impact of our curriculum and all staff can communicate this consistently.

We have;

- Ensured we have a two year cycle incorporating our
 - Topic and Topic Questions
 - Hook
 - Visit or visitor
 - Exhibition focus
 - 50 things
 - Ambition within the project
 - Core Stories
- We have mapped subject specific progressive vocabulary to match curriculum delivery
- We are developing core skills with a clear breadth for each phase and each subject to ensure progression of skills with a clear breadth.
- We have written our initial Intent, Implementation and Impact (this needs to be shared with Governors and Teachers before final is confirmed)
- Next step to develop our foundation subject assessment to match the core skills.

Here is our first draft of the 3 I's.

Intent

At Meadow View, we endeavour to prepare children to become successful citizens of the community. In an ever changing world, we consider skills that can be applied into a variety of situations to be integral to children's success and therefore we have made them a fundamental part of our curriculum. At the heart of our curriculum is ambition so children are provided with opportunities to strive to be the best they can be.

We have mixed age classes across school to stabilise class sizes, and therefore view the 'mastery' approach as a 2 year journey in each key stage. In the children's first year in each key stage they will **explore and experience** all of the identified key skills and during their second year, they will **advance and master** these. The tight focus on key skills and regular revisiting, enables children to gain a deep understanding, encourages regular application and increases their independence in using each of the key skills, which demonstrates an alteration in their long term memory

We have carefully planned our curriculum into two year cycles for each key stage, ensuring that children meet the requirements of the national curriculum. Progressive skills have been identified to ensure that learning is sequential and well structured. This enables all children to be ready for their next stage of learning.

Implementation

The curriculum is designed in an engaging and explorative way through project based learning. Children will experience 4 projects each year, with the first 2 week project in September, being focussed on be the best you can be and building ambition. The other three termly projects are carefully chosen to include a history, science and geography based theme to ensure that a child's journey through our school is rich and wide ranging. Each topic is broad and balanced, allowing teachers to make cross curricular links and focus in on the key skills.

Class timetables are structured in a way that allows flexibility and creativity for teachers to explore topics and skills in depth. This enables teachers to craft sequences of lessons that progress and build on prior knowledge. The S 'planning approach scaffolds the learning journey through the small steps; encouraging children to make connections and providing coherence for learners.

We regularly teach children to think about themselves as learners and reflect on their personal metacognitive approach to learning.

We believe that this will support them to attain at a higher level, engage them effectively in the learning process and encourage them to become life long learners.

Impact

The design of this curriculum is focussed on the needs of our pupils. It ensures that all children are well prepared for the next step in their learning and the next phase of their education. Children are able to use the identified key skills in a range of situations, recalling facts and knowledge from prior learning. Learning is consolidated and mastered over each two year period which increased the children's independence and ability to articulate their thinking. The impact of encouraging children to reflect on their thinking, improves the children's learning capacity and promotes positive learning habits. We are increasing the number of children who have an ambitious nature, both with their determination to succeed in class and their life aspirations.

Karen Smith 15.3.19