

EXECUTIVE LEADERS TERMLY REPORT (INCLUDING...)

BACKGROUND INFORMATION AND CONTEXT

- Pupils on roll (+Gender) – 232 as at January 2020 census:
dates in brackets are January 2019

	Boys	Girls	Total
Y6	17 (14)	11 (16)	28 (30)
Y5	16 (20)	15 (13)	31 (33)
Y4	11 (16)	20 (15)	31 (31)
Y3	13 (13)	16 (21)	29 (34)
Y2	11 (15)	12 (17)	23 (32)
Y1	9 (11)	8 (11)	17 (22)
F2	17 (9)	13 (8)	30 (16)
F1 – Full time	3 (6)	4 (6)	7 (12)
F1 – Part time	6	7	13
Total			196 (212) Full Time 209 (232) incl PT

- Free School Meals:

	Total
FSM	57 (was 57)

Percentage of Free School Meals = 27.3%

- Languages Spoken

Language	Number
Albanian	1
Czech	2 (8)
Dutch	3 (4)
English	177 (186)
Fula	2 (4)
Lithuanian	2 (4)
Pashto/Pakhto	2
Punjabi	4 (5)
Polish	2
Romanian	1
Russian	1
Slovak	2
Tamil	2
Urdu	8 (12)

14 languages spoken in school

- **SEN:**
School SEN – 66
EHC – 4 (+ 3 on pathway)

Percentage of pupils on SEN register = 32%

Pupils in Care: - 2 (1 family)
- 2 post LAC (2 families)

Fixed term exclusion: 7 (5 in Y5; 2 children) (2 in Y2; 1 child)

Racist Incidents: 0

Bullying Incidents: 0

Complaints: .

Attendance compared with previous years

Month	2016/17	2017/18	2018/19	2019/20	compared to last year
September	96.0%	96.4%	94.6%	95.4%	+0.8%
October	97.3%	95.6%	96.4%	96.6%	+0.2%
November	96.2%	95.2%	97.1%	92.2%	- 4.9%
December	94.3%	94.5%	94.7%	96%	+1.3%
January	95.4%	94.1%	95.8%		
February	95.5%	95.9%	95.4%		
March	(95.6%) 94.1%	95.2%	95.5%		
April	(95.7%) 94.4%	97.4%	95.7%		
May	95.7%	96.3%	95.7%		
June	96.4%	93.9%	95.2%		
July	94.3%	95.7%	94.5%		
Whole year	95.4%	95.5%	95.7%		

SEN	No
Specific Learning Difficulty	13
Moderate Learning Difficulty	1
Severe Learning Difficulty	
Profound and Multiple	
Social, emotional and Mental Health	12
Speech, Language and Communication	12
Multi-sensory Impairment	
Hearing Impairment	2
Vision Impairment	1
Physical Disability	2
Autism	10
SEN support but no specialist assessment	13
Other	

Target for year 96%

Attendance compared with LC schools

Month	Sept to Dec 19/20	PA to December
Blackburn Primary	94.9%	15.4%
Ferham Primary	88.8%	44.7%
Kimberworth Primary	95.5%	12.0%
Meadow View Primary	95.1%	13.2%
Redscope Primary	95.3%	13.2%
Thornhill Primary	96.3%	9.4%
Thorpe Hesley Primary	95.4%	10.2%

Questions to raise at the meeting:

Staffing update

Staff leaving:	Staff starting
Permanent Part Time teacher left at Christmas to leave the profession. Temporary Part Time teacher leaving Easter 2020 as maternity leave ends.	Permanent Part-time teacher returning after maternity leave 1 st April 2020. This part-time teacher will replace the temporary teacher in F1.

Staff absence

Staff absence from 4th November to 14th February 2020 is:

Teachers - 12 days

Support staff - 16 days

Report on Curriculum Development

Preparing for Statutory Health Education, Relationships Education and RSE – PSHE Association

Relationship Education (primary) & Relationship and Sex Education (Secondary) guidance will be statutory from September 2020.

Health Education is physical and Mental Health and Wellbeing (MHWB)

The 3 core themes

Health – Statutory

Relationship – Statutory

Living in the Wider World – not statutory

Getting it right!

a. **Designated Lead for MH should work closely with PSHE Leader**

- This will be Designated Safeguarding Lead or Deputy Safeguarding Lead.

b. **MHEW must be integrated throughout a comprehensive PSHE program.**

- Rotherham SIS have worked on the PSHE curriculum and ensured that the PSHE covers almost all aspects in a spiraled, well planned curriculum. Jade is our PSHE lead and she has already cascaded this to staff and has been trialling the Y2 aspects in her class. During Parent Consultation at the end of Spring 1/beginning of Summer 2, we will go through the current RSHE Policy for teaching the Relationship Education aspect of Sex Education. Whilst Sex education is not statutory in Primary it is seen as good practice. Sex Education builds on a strong foundation of Relationship Education.

c. **Taught through a spiral curriculum, tailored to needs**

- See above re spiralled curriculum

d. **In regular timetabled lessons**

- All classes have regular timetabled lessons and once this is statutory, the PSHE Leader will have time to monitor the effectiveness.

e. External and drop down days enhance, rather than replace

- As a primary we do not have drop down days, this is more a secondary model.

Early Reading Curriculum

Jenni and Hannah Webster are working with the English Hub to redesign the curriculum. We are currently following their advice on the following issues and are currently embedding them:

- All books that children take home as their reading book or reading a guided reading session should be phonetically decodable until they have completed the in school phonics programme.
- All children should have an individual assessment.
- Guided reading or individual reading should be planned to ensure children only take books home that they can read.
- Phonics should be viewed by all as a primary strategy for learning to read and should be the most important lesson in school.
- Consistency in phonics approach should be evident in the teaching and classrooms with fidelity to one Synthetic phonics programme (SSP)
- A keep up, don't catch up approach should be used.
- All staff should have the subject knowledge to teach phonics effectively.
- The curriculum should be vocabulary rich.

Next Steps:

- Embed all of the above
- Developing staff knowledge of intervention.
- Developing the role of the Early Reading Leader
- Provide weekly 10 minute CPD sessions.
- Increase engagement of parents when listening to their children read at home.
- Life beyond book bands in KS2.

Wider Curriculum

- Our curriculum is based on children gaining the skills required to become successful in each subject. (e.g we have identified the skills a historian would need such as understanding chronology, analysing sources, posing historical questions and understanding connections and trends over time
- The overview of the whole curriculum has been well received and is currently in place across all year groups with Teachers using the Year A plans this year.
- Children are engaged in the topics and have a wealth of knowledge about their topics.
- Subject Leadership has developed and will continue to further develop – all subject leaders has accessed RoSIS CPD, Whole School INSET CPD, Focussed Staff Meeting CPD, Subject Leadership time to work with Jenni and has had independent Subject Leadership time.

- We are developing progression maps for each subject for leach term to map out a child's journey for the following subjects: History, Geography, Art, DT and Science.

Next Steps

- Embed all of the above
- Continue to develop progressions maps to ensure tight sequencing of lessons in History, Geography, Art, DT and Science.
- Review whole curriculum documents and curriculum A/B Plans
- Begin to develop progression maps for Computing, Music, French and RE

Karen Smith **02.03.20**