

EXECUTIVE LEADERS TERMLY REPORT

BACKGROUND INFORMATION AND CONTEXT

- Pupils on roll (+Gender) – 203 as at October 2019 census:
dates in brackets are October 2018

	Boys	Girls	Total
Y6	17 (15)	12 (16)	29 (31)
Y5	16 (20)	14 (13)	30 (33)
Y4	10 (16)	19 (15)	29 (31)
Y3	13 (13)	16 (22)	29 (35)
Y2	11 (16)	12 (17)	23 (33)
Y1	9 (12)	8 (13)	17 (25)
F2	17 (8)	13 (8)	30 (16)
F1 – Full time	3 (6)	2 (6)	5 (12)
F1 – Part time	5	6	11 (17)
Total			192 (216) Full Time 203 (233) incl PT

- Free School Meals:

	Total
FSM	54 (was 52)

Percentage of Free School Meals = 26.6%

- Changes to Universal credit and 30 hour children in F1 are impacting on FSM data

SEN:

School SEN – 48 (58)

EHC – 3 (+ 6 pending)

Percentage of pupils on SEN register = 23.6%

- Languages Spoken

Language	Number
Albanian	1
Czech	2 (8)
Dutch	3
English	171
Fula	2
Lithuanian	2
Pashto/Pakhto	2
Punjabi	4
Polish	2
Romanian	1
Russian *	1
Slovak	2
Tamil*	2
Urdu	8

14 languages spoken in school

*New languages since last report

- Pupils in Care:**
- 1 (3 LAC children moved to Barnsley schools closer to their carers in July).
 - 2 post LAC (2 families)

Fixed term exclusion: 1 (1xY3 child – physical assault on the teacher)

Racist Incidents: 0

Bullying Incidents: 0

Complaints: 0

Attendance compared with previous years

Month	2017/18	2018/19	2019/2020	compared to last year
September	96.4%	94.6%	93.6%	-1.0%
October	95.6%	96.4%		
November	95.2%	97.1%		
December	94.5%	94.7%		
January	94.1%	95.8%		
February	95.9%	95.4%		
March	95.2%	95.5%		
April	97.4%	95.7%		
May	96.3%	95.7%		
June	93.9%	95.2%		
July	95.7%	94.5%		
Whole year	95.5%	95.7%		

Target for year 96%

Questions to raise at the meeting:

Attendance by Year Group 2018/19

Month	F2	Y1	Y2	Y3	Y4	Y5/*Y5	Y6	School
September	96.6	95.7	95.4	95.0	96.8	92.5 / 95.5	92.4	94.6
October	94.7	97.0	98.7	97.9	95.7	92.3 / 95.3	96.9	96.4
November	96.7	99.1	97.4	96.2	98.6	94.7 / 97.8	97.2	97.1
December	94.4	95.5	98.6	96.0	94.3	91.6 / 94.5	92.6	94.7
January	92.2	98.2	96.1	96.7	94.5	92.6 / 95.6	97.5	95.8
February	94.6	97.1	99.2	96.5	96.3	88.2 / 91.1	95.6	95.4
March	97.0	95.6	96.1	97.3	95.8	92.5 / 95.5	95.5	95.5
April	92.4	94.8	95.4	97.1	96.1	94.8 / 97.7	95.8	95.7
May	97.5	92.3	95.7	96.0	97.9	91.9	96.6	95.7
June	94.7	97.1	96.3	97.1	96.4	93.4	90.7	95.2
July	93.6	96.8	97.0	96.9	97.8	95.9	97.8	97.9
Whole year avg	94.6	96.2	96.9	96.6	96.3	92.7	95.3	95.7

Target for year 96%

Questions to raise at the meeting:

Attendance by Group 2018/19

Month	FSM	PP	SEN	EHCP	Girls	Boys	School
September	93.42	95.62	93.85	73.48	95.2	95.2	94.6
October	94.93	96.46	93.63	95.0	96.8	95.2	96.4
November	95.35	96.75	95.69	97.37	96.4	96.2	97.1
December	93.59	94.32	92.21	97.78	95.1	94.2	94.7
January	94.93	96.54	94.38	100	95.2	95.2	95.8
February	94.74	94.81	94.13	88.89	95.8	93.7	95.4
March	94.96	95.17	94.5	88.67	96.1	94.8	95.5
April	96.76	95.95	95.7	100	95.6	96.2	95.7
May	93.20	94.86	95.9	86.84	95.2	96.0	95.7
June	93.41	94.74	95.1	94.74	94.6	95.9	95.2
July	96.23	95.54	94.42	93.33	95.9	95.7	94.5
Whole year avg							95.7

- Our girl / boy figures do not include F2. School figures do. Hence slight difference.

Target for year 96%

Questions to raise at the meeting:

Attendance compared with LC schools

Month	2018/19	PA
Blackburn Primary	95.5%	6.8
Ferham Primary	88.5%	46.4
Kimberworth Primary	95.7%	6.7
Meadow View Primary	95.7%	9.3
Redscope Primary	95.6%	8.8
Thornhill Primary	95.0%	12.5
Thorpe Hesley Primary	96.0%	10.6

Staffing update

Staff leaving July 2019:	Staff starting September 2019
<p>1 teacher has started her maternity leave in August (to return at Easter)</p> <p>1 permanent HLTA retired.</p> <p>1 permanent L3 TA resigned to become a full-time carer.</p> <p>1 permanent L3 TA resigned to move to another Rotherham school.</p> <p>1 temporary L2 TA's contract ended due to the child she was supporting moving to Y7. She has gone to work with them at Winterhill.</p>	<p>1 temporary full time L2 TA</p> <p>1 temporary full time L2 teacher to support children on pre-EHCPs</p>

Staff leaving Autumn Term 2019:	Staff starting Autumn Term 2019
<p>At October half term</p> <p>1 permanent 0.4 Teacher to leave the professional and work for Virtual schools.</p> <p>1 permanent L2 TA resigned to move to another JMAT school in Rotherham to be closer to home.</p> <p>We have also received the resignation for another permanent 0.4 Teacher to leave in January 2020. Again leaving the profession.</p>	<p>We have recruited a L2 TA on 7.11.19 to start asap.</p> <p>We have recruited a part time 0.5 teacher to cover in F1 until Easter (this is positive as we do not have the numbers to have a full-time F1 in January so on the return of the member of staff in Easter we would have been over-staffed should the teacher in F1 have not resigned).</p>

Staff absence

Staff absence has really affected school during Autumn 1 2018.

In Autumn 1 2018, we have had 102 days staff absence.

In Autumn 1 2017 we had 31 days staff absence and for the whole year from 1/9/17 to 31/8/18 it was 127 days.

In 2019, we have had 16 support staff days lost to sickness and 1 teacher day. This is a huge improvement on same period last year.

Overview of ASP and ISDR Data Report

2019 ISDR HEADLINES – Provisional 2019 KS2, KS1 and Phonics

Reading

KS2 Progress

	2017	2018	2019
Reading Progress	2.3	-1.06	-2.8

2019 was a challenging cohort with a group of key children who contributed to the progress. 7 children had high SEMH concerns in UKS2 and throughout Y6. The progress scores of these 7 were -18, -15, -15, -10, -9, -8, -6. 2 of these 7 walked out of the SATs test and they were more than capable of getting expected. 4 had Early Help involvement and 1 required Police intervention. We do not normally have this high level, but it seems that one triggered at least another 2 with stress related behaviour. One of these 7 was also LAC which caused anxieties and behaviour.

KS2 Attainment

	2017	2018	2019
Reading Progress	62%	53%	55%

Attainment increased. Many of our students struggle with the vocabulary and knowledge content. This is something we are addressing through our curriculum. We are ensuring that vocabulary is like a golden thread through the curriculum with access to visits and visitors to enhance vocabulary and knowledge further. See above re SEMH.

Writing

KS2 Progress

	2017	2018	2019
Writing Progress	3.4	4.47	-4.0

The 7 children mentioned above had progress that was -19, -17, -16, -13, -12, -12, -7.

KS2 Attainment

	2017	2018	2019
Writing Attainment	70.6%	73%	68%

Of the 7 children mentioned above 4 were boys who had lost their love of writing. They could not see the point of writing and found it hard to keep focused to write enough length to provide the evidence needed. Most of the 7 were capable, but we could not force them. We know that 4 could have easily been expected writers but did not have the desire. We had to put forward independent pieces to be assessed which did not show 'ARE'.

Maths

KS2 Progress

	2017	2018	2019
Maths Progress	2.0	-1.21	-3.3

The 7 children mentioned above had progress that was -15, -11, -10, -10, -9, -6, -3

KS2 Attainment

	2017	2018	2019
Maths Attainment	79%	47%	64%

Attainment increased. Again 2 of the above 7 walked out of the test, 1 ripping his paper up. 3 were working at ARE in class on a consistent basis but found the test too stressful.

Exclusions

2017/18

6 fixed term exclusions – 5 in the Autumn term and 1 in the summer term.

Of the Autumn term ones 2 of these related to one child who moved to the PRU.

1 related to 1 child who also moved to a SEMH PRU.

The summer was for a EHCP child who made a physical assault towards a member of staff.

2018/19

2 fixed term exclusions – Both these related to the same Y6 child in the summer term. This resulted in needing Police Intervention. See impact on results above.

2019/20 so far

1 fixed term exclusion – Y3 boy. This is a child who needs high levels of support and is on the CAMHs pathway. We also have a School Support Plan for pre EHCP. As he is getting older he is getting stronger and he physically attacked, with intent, the class teacher.

Context

Number on roll

Our school size is reducing – this is a concern to the financial aspects of the school. We have not needed to do a Support Staff restructure due to natural leavers through retirement and general reasons for leaving. Not all leavers have been replaced.

Due to leavers in Teachers this has avoided a potential teacher re-structure for 2019/20. We will have a reconsider some decisions for next year. We are on the journey for a SLT re-structure to reduce costings to school. We need to keep a close eye on this to ensure that our plans are actioned.

%FSM6 pupils

Our %FSM6 has reduced slightly over the past 3 years 46%, 42% and 40% respectively. We have lower numbers of FSM in the lower part of the school compared with the older years. I predict that this percentage will fall even further over the next couple of years as the current Y6 has high FSM numbers. See Characteristics on page 5.

% SEND support

This has remained in line each year. Our numbers remain high 28% of the school. Staffing support has reduced and as a school we are not running as many interventions. We are seeing the impact of this in results from the reduced SEMH support and in class support.

% SEND EHC plan

This has remained above National and will rise further as we have 6 on EHCP pathway.

% of EAL

This continues to be inline with National but the makeup of our EAL has changed. We used to be mainly Eastern European. 5-6 years ago we were 20% Eastern European. We now have more languages with fewer children speaking them which brings its own challenges for the teachers when planning and teaching.

% Stability

Since the opening of the new city centre school 3 years ago our stability has increased from 74, to 76 to 80 and closer to the National of 86. We are attracting more SEN children out of catchment into EYFS due to our inclusivity and ethos.

School Workforce

57.1% of teachers with a least one period of sickness absence compared with a national average of 54%.
2.4 days on average lost to teacher sickness absence compared with a national average of 4.0.

This shows that although slightly more teachers with at least one period of sickness they are not having long off for that sickness. Therefore children are not missing out as much on their regular teacher.

% Ethnicity

73% White – British
10% Asian or Asian British
7% White – any other background

Our White – any other background was higher previously.

Finance

This is a growing concerns as the school reduces. We

Progress and Attainment Trend

Over the past 3 years our progress measures have changed from the higher quintiles to this year being in the lowest for all subjects. This does not represent the true picture of our school and the children we teach. Over the past 6-7 years, we have grown a highly valued reputation as an inclusive school supporting some of the most challenging children, some of which who have failed in other settings. Whilst many children do well, some have not shown this in black and white data. The school Governing body need to be aware that this is the ethos of the school and we need to ensure that we increase the progress whilst maintaining our moral focus to these children. Visitors to the school, the MAT we are joining and the Local Authority are using our staff as models of good practice. We are asked to take more children in the challenging financial restraints we are finding ourselves.

Curriculum update

This is a big part of the School Improvement Plan this year. We have been working on this with Subject Leaders. Please look at the school website to see the curriculum update and gives us feedback on this.

Website statutory guidance

1. School contact details ✓ (This has been updated with Trisha as Chair of Governors)
2. Admission arrangements ✓
3. Ofsted reports ✓
4. Exam and assessment results ✓
5. Performance tables ✓
6. Curriculum ✓
7. Behaviour policy ✓
8. School complaints procedure ✓
9. Pupil premium ✓
10. Year 7 literacy and numeracy catch-up premium - **n/a**
11. PE and sport premium for primary schools – ✓
12. Special educational needs (SEN) and disability information – **currently being updated and will be on website by end of month**
13. Governors' information and duties – ✓
14. Charging and remissions policies ✓
15. Values and ethos ✓

Karen Smith
8.11.19

Feedback on HT report as a whole. Do Governors require any further information/ support in future HT reports?