

Head of School Report

School Name	Siddal Primary
Head of School	Lucy Aaron
Capacity	210 + nursery
% Pupil Premium	41.3%
Numbers on roll (NOR)	193 (+16 nursery)
LGB Chair	Mrs Sally Moore

Leadership and Management

CPD, performance management, ECF, Staff, Students and parental feedback

HoS comment:

Quality Assurance

- All PMs for 2020/21 have been reviewed. All teaching staff have been recommended for pay increment where applicable. One member of staff expressed an interest to be considered for UPS in 2022/23.
- All teaching staff have been set new targets for 2021/22 which are linked to SDPs
- CPD has taken place for Read Write Inc (Phonics programme - RWInc)
- External review of this programme has taken place:
- One external review undertaken by Michelle Joyce from the LA and one internal review undertaken by Polaris
- These reviews showed that reading has fidelity to the RWInc scheme and is being consistently being implemented across school. Further monitoring has been built into next terms plan.
- Continual CPD will be scheduled in the CPD planner.
Maths – Intent and implementation – to be built into CPD next term
- Monitoring shows that the classroom environments are becoming a strength of school

Staff CPD sessions

Quality first teaching, Expectations for classroom environments as a tool to support learning, Maths x2, Writingx2 shared/modelled/guided and moderation, RWInc, Behaviour expectation and, reading framework and reading classrooms.

All subject leaders have attended the Calderdale Leaders sessions 'Lets Talk About' and have fed back to all teaching staff. The focus was preparation for OFSTED - what to expect as a subject leader, EYs – planning from the beginning and catch up of skills from lost learning due to the pandemic.

Quality of Education

Curriculum, quality of teaching, CPD

HoS comment:

- Work scrutiny exercises have taken place in Maths X2, reading, writing, science. Work in books were triangulated with pupil interview and data on SIMs. This showed that data on SIMs closely matched work in books. Pupils could talk eloquently about their learning and without exception enjoyed the taught curriculum.
- Lesson observations and drop-ins have taken place across all year groups, all RWInc groups have been monitored bi-weekly. Monitoring shows that RWInc is consistently taught, however there are individual strengths and areas for development amongst staff. CPD and additional monitoring is taking place.
- Heads of School meetings bi-weekly at Trust HQ focus on systemic practice and curriculum development.

RWInc – intent and implementation (reviewed at Heads of School meeting)
Behaviour and Conduct
Rewards, Abs, PA, FTE, PEX, Bullying
<p>HoS comment:</p> <p>Behaviour and Attendance</p> <ul style="list-style-type: none"> Weekly monitoring shows that low level disruption has reduced in most classes around school. SLT are working with pupils in 2 classes to ensure that low-level disruption is kept at a minimum and does not affect the learning of the other pupils. Two children (Y5) on behaviour charts have turned their behaviour choices around. 4 other pupils are on report and are improving. 1 pupil has had a fixed term exclusion for 2 days (violent and aggressive incident.) They have been successfully reintegrated following meeting with parents and SLT. There has been 1 reported case of bullying (pupil on pupil). SLT are working with staff, parents and pupils to resolve this. Attendance 95%, authorised absence 4.6%, unauthorised absence 0.5% (family holidays in term time) EWO has issued letters to 2 parents whose childrens' attendance is causing concern (below 90%) <p>Pupil voice questionnaire</p> <ul style="list-style-type: none"> 100% of pupils believe that behaviour is good at Siddal. 74.36% said that behaviour was always good and 25.64% said that most pupil are well behaved most of the time. 100% of pupils said good behaviour is rewarded at school. 97.5% said that there are clear sanctions in place when pupils make the wrong choices. 97.37% said that the sanctions in school are fair. 100% of pupils said that they feel safe in school. 95% of pupils said that friendship week helped to improve behaviour.
Personal Development
Curriculum enrichment, extra-curricular activities
<p>HoS comment:</p> <ul style="list-style-type: none"> Mental health worker assigned to school – Elodie Clowrey. LA met with Ian Wood – senior mental health manager to clarify role. Elodie starts 06.01.22 (1 day per week) Extra-curricular clubs have been well attended for Autumn term (reading & maths catch up, film, multi-sports, football and choir). Morning reading clubs have proved popular with parents joining pupils for guided sessions. Spring term clubs are in place to start in January 2022, pupils have been identified for invitation (PP funding) and 'Girls Get Active' has been identified as a priority and will start in Jan 22
Pupil Premium Plan
Introduction, review and/or update of the success of the strategies in the plan
<p>HoS comment:</p> <ul style="list-style-type: none"> DFE summary review document has been written and is ready to be published in time for the December deadline. PP pupils have been identified for catch-up in before school and after school clubs Parent engagement in reading – morning club x3 weekly

- High quality synthetic phonics taught daily. English Hub grant to buy reading books for Book Bags
- NELI (Year 1) is having a positive impact on early language – targeted PP pupils, to start in YR in Spring term.
- KS2 PP pupils who are working below age related expectations are accessing writing sessions. Planned and prepared by teacher and delivered by 2xHLTAs
- Based on PP numbers, we are eligible for National Breakfast scheme. Now provide bagel and cereal (universal offer)

Early Years (primary only)

Summary of the impact of strategies directly related to the early years provision at the school

HoS comment:

- Incumbent EYFS leader has started her maternity leave and is being covered by EYFS leader at Ludft. Careful and successful transition took place in September.
- 5 Year 1 children with EHC plans still working in Reception in Autumn 1 have gradually joined the Year 1 cohort and will all be working in the Year 1 classroom by January 2021.
- DFE baseline was completed by new EYFS lead. School also used its own baseline using updated tracker as it covers all 17 areas of development and allows for better next steps planning.
- Baseline was also completed for Nursery children using the school's nursery specific tracker (based on the new Development Matters document).
- New EYFS curriculum is being followed – EYFS lead was an early adopter so is supporting EYFS teachers and support staff with planning and assessment.
- RWInc phonics scheme is being successfully implemented across EYFS, with reading books closely matched to children's phonics ability. Nursery children due to join Reception Sept 22 to begin RWI program Jan 22.
- Early Years Open Eve was successful – 3 additional 30hrs YN pupils for Jan, 1x additional Reception pupil for Sept 22 and 1x YN pupil for Jan 23. Marketing campaign was led by the at Polaris Marketing Manager. Potential parents were targeted through Facebook and flyers in local shops and pre-school settings.

Catch-Up Premium

Introduction, review and/or update of the success of the strategies in the plan

HoS comment:

- School-led tutoring will be started next term, using in school staff. Following pupil progress meetings, pupils will be identified for individual catch up and this programme will help support this programme of intervention.
- The best approach for individuals will be based on gaps in learning following Autumn assessments.

Sports Premium Plan (primary only)

Introduction, review and/or update of the success of the strategies in the plan

HoS comment:

- Lunchtime rota has been introduced and activities have been implemented and are having a positive impact on behaviour
- Out of school clubs running (targeted PP pupils) - Attendance has been high. Spring term introduction of Active Girls will further support the provision.
- New equipment ordered and has arrived to support lunchtime and the implementation of behaviour rewards
- 1km a day introduced 2/3 times weekly

- After school sports competitions have been organised against local school and schools within the cluster and will continue in Spring term
- Decision made at SLT level not to participate in the Cluster Forest School provision as it impacted negatively on pupil learning time and staffing levels.
- Pupils in Y5 and Y6 have attended PE sessions at Park Lane
- Sports coach supporting in early years to develop gross and fine motor control.
- All teachers are now teaching 1 PE session per week and MM is doing 1 session as part of PPA
- Swimming sessions for Y5 (catch up) will run until Feb ½ term. The competent swimmers will then stop (25m) and Year 4 pupils will start their sessions.

Exception report on the School Improvement Plan if not covered above

HoS comment:

- The vast majority of the key strategies from the SIP are underway and the SLT are conducting a formal review of the SIP w/b 06/12/21. This review will be reported at the next LGB meeting.
- Following discussion with Trust Director of School Improvement, the decision has been made to postpone the work on metacognition. The school's SIP will be adapted accordingly.

Safeguarding Update:

Training completed by staff, compliance checks conducted, updates to practice based on policy development

HoS comment:

- Safeguarding annual update (including KCSIE 21) – included updates – Sexual Harassment added as a category to CPOMs so it can be reported and recorded
- Chair of Governors has conducted a school visit, with a focus on safeguarding

Staffing update

HoS comment:

- Resignation received from Y6 teacher – moving to Abu Dhabi in Jan. Post gone to advert to replace for Jan 22
- New teaching assistant has been appointed to support the pupils in Y1 with EHCPs.

Premises and Health and Safety update

HoS comment:

- COVID risk assessment still in place. Numbers were high in Sept and Public Health (Calderdale) assessed the school as having an outbreak. Bubbles were reinstated and mixing is kept at a minimum
- CO2 meters are in all classrooms and are being monitored – all green

Trust Updates

Trust Review

Siddal Primary School 20 September 2021

Purpose of the review

The review forms the first of three Trust quality assurance events carried out in conjunction with leaders at the school. The purpose of this first review is to establish a baseline quality assurance

picture around the areas of leadership and management, quality of education, behaviour and attitudes and personal development within the school.

The Review Process

The review format was a single day event that covered the following areas;

- Discussions with Senior Leaders regarding the strategic direction of the school and the school improvement plan
- Learning walk observations including reading (phonics), literacy and maths
- Observations of behaviour, attitudes and routines around the school
- Quality of education discussions with subject leads in Reading, Maths, DT/Art and Science
- Student panels around curriculum, reading, behaviour and safety
- Discussions with the designated safeguarding leads (DSL's)

Two teams carried out these activities led by the following: Steve Evans CEO (NLE Polaris MAT), Matt Crowther Director of School Improvement (LLE Polaris MAT), Rebecca Denham Director of Primary Phase (SLE Polaris MAT). All quality assurance activities were carried out in conjunction with senior leaders from the school.

Leadership and Management Findings

Leaders have a clear vision and are ambitious in what they want to achieve. They have with high expectations of pupils and staff.

Leaders understand the context of the school and how they need to build a provision that meets this context. They have had a strong focus on curriculum intent and ensuring there are robust behaviour systems and routines in place to support a calm learning environment.

Leaders have developed a fit-for-purpose school improvement plan that identifies areas for improvement and the steps required to achieve this.

Throughout the scrutiny activities leaders were accurate in their judgements and were able to identify key strengths and weaknesses around curriculum, teaching and behaviour. These closely match the improvement activities in the school improvement plan.

Subject Leaders could articulate their curriculum intent and the skills and knowledge and were clearly passionate about their subject.

Leaders recognise the importance of reading and are developing the school's approach to synthetic systematic phonics (Read, Write, Inc) and the wider literacy school literacy curriculum.

Quality of Education Findings

There was strong evidence from observation, work scrutiny and the leadership conversations that curriculum sequences are appropriate and the curriculum has been planned in good detail and is embedding well.

Teachers demonstrated good subject knowledge in the subjects observed.

The delivery of the school's phonics programme (Read, Write, Inc) was effective and all staff were following the programme routines, but there were some lost learning opportunities or 'dead time' in some sessions led by Teaching Assistants (TA).

On the whole teaching was effective, however, in some Maths lessons teaching was seen to be 'safe' and 'activity led' through the use of worksheets rather than a varied range of pedagogical approaches. Opportunities to engage students through direct teaching or group work was missed. However, in one Year 5 Maths lesson a particularly engaging plenary activity was seen regarding students understanding of Roman Numerals that would aid recall and memory. YEAR 6 lesson here.

The Year 6 lesson observed demonstrated pupils with high levels of engagement in the topic they were studying. The teacher led questioning pupils well, extending their learning appropriately through a drama based task focused on the text.

Where students were not making the expected progress, appropriate classroom-based strategies were being adopted to support students in catching up.

Work was marked frequently with formative and summative feedback to students.

The classroom environment is becoming a clear strength of the school. Leaders and teachers have worked diligently to ensure classroom display and resources support learning and that the wider school environment supports the taught curriculum.

Behaviour and Attitudes

Students were respectful, calm and showed positive attitudes to their learning.

In the few instances of low-level disruption seen, the teacher or TA dealt with it effectively and students were quickly back on task.

Staff and student relationships are positive and students were comfortable talking to adults about their school experiences and the curriculum.

There are clear behaviour routines around the school and these need to continue to be monitored and implemented.

Some students raised they had experienced bullying and some low-level behaviour in class, but they confirmed that they knew who to report it to and when it did occur that it was dealt with appropriately.

Attendance is currently 96.2% for all pupils and 93.6% for Pupil Premium

Personal Development

The school has developed a comprehensive personal development curriculum focussed around their 'Mirror Values'.

Students experience a rich wider curriculum through after school activities, trips and the use of the schools learning environment.

The school supports students well in developing confidence, resilience and independence.

The school provides effective pastoral support, often in challenging circumstances. The Designated Safeguarding Leads have clear reporting and intervention systems and have received and delivered appropriate safeguarding CPD.

Areas highlighted as a focus of the next review:

- Leaders need to continue to develop their overarching curriculum approach to literacy through exploring the sequence of systemic phonics and the literacy hour curriculum.
- The school improvement plan needs greater clarity around the monitoring aspects of the improvement strategies, so that leaders are clear on milestones and the measurement of impact.
- Subject leaders need more support and practice around developing their confidence to discuss their curriculum/s and discussing how they support improving subject knowledge and the quality of teaching.
- Discussion around continuous provision or more formal teaching in Year 1 needs to take place so that learning experiences are always maximised.
- Teachers need to think about a more varied range of pedagogy when delivering subject content and leaders could support this through the school's CPD programme.
- Lessons were too often 'safe' and teachers could take more 'risks' to engage pupils and aid learning and capitalise on the learning environment.
- Teaching Assistants need more training and support on the components of Read, Write, Inc, so missed learning opportunities are reduced.
- Some pupils understanding of 'what is bullying?' needs development to ensure there is greater clarity for those who need it.
- Behaviour routines are established and need to continue to be monitored and maintained.