**Head of School Report**

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| School Name | Field Lane Primary School |
| Head of School | Caroline Howarth |
| Capacity | 189 |
| % Pupil Premium | 65% (69/106 pupils) |
| Numbers on roll (NOR) | 106 |
| LGB Chair | Paul Booth |

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| Leadership and Management |
| CPD, performance management, ECF, Staff, Students and parental feedback |
| HoS comment:  Leaders have continued to have high expectations and ambition. The leadership team have worked with the Director of School Improvement to ensure that school improvement plans have been actioned and are reviewed regularly. The CPD plan continues to match objectives and support areas of school improvement. School improvement planning for Autumn term is underway and impact reports will form the SEF.   * **Whole school CPD has delivered training on:**   Behaviour and conduct policy and process, RWInc phonics, Quality of Education and support with Ofsted, Pupils social and emotional wellbeing.   * **Teaching staff/curriculum leader training:**   Curriculum intent and implementation, SIMS assessment, Quality of teaching, Early years new framework, implementing the reading framework and vocabulary. Curriculum teams have worked together on developing the Trust curriculum.   * **Monday briefing:**   The Monday briefings continue to support staff with remainders and tips on SIP. This term has focused on the positive behaviour management system, supporting pupils with their emotional wellbeing and implementation of CPD.   * **Performance management:**   Interim Reviews have begun with teaching staff.  Targets for the next academic year will be formulated from the new SIPs.  The early career framework (ECT) is in place, but as yet we do not have any ECTs.   * **Parental feedback:**   Questionnaires will be conducted again during parent/carer consultations on 21.3.2022.   * **Students:**   Two college students were on placement in EYFS and Year ½. The EYFS student has now completed their placement. Teaching trainees are in Year 4 and 2 x Year 1/2. |
| Quality of Education |
| Curriculum, quality of teaching, CPD |
| HoS comment:   * Please see the SIP report for detailed report on the curriculum and standards. * Teaching observations have identified good subject knowledge and effective teaching. These judgements have been supported through the Spring review and also maths observations from the Trust Leadership team. Work scrutiny in Literacy has identified some inconsistencies in planning format and content. This has been addressed and writing lead is monitoring weekly. * Leaders has identified feedback as a focus area and have begun research around the use of written feedback. Part of this process will be a review of the marking and feedback policy.   **RWInc and early reading:**  A development day was recently conducted with consultant for RWInc (Debbie Smitten). Pupils have been grouped according to need and are continue to be well matched. Regular assessments ensure that the pupils targeted for intervention regularly change according to need.  These groups have been fluid throughout the two terms and pupils continue to be assessed on a regular basis to ensure the phonics teaching matches there needs. External support from the English Hub (Faye Whatmough) has continued and actions and support identified. The afternoon phonics interventions, which were set up in Autumn term, are a strength of the programme and have allowed pupils with differing needs to be supported and make progress. Phonics Year 1 prediction- 8/11 (73%). Assessment February 2022 showed that all pupils had increase their overall score, with 6/11 pupils passing or close to passing (28+ marks). Quality of teaching on the whole is effective. One staff member has received additional support and is being monitored, they have now been moved to supporting pupil who requires 1:1 support. They are continuing to deliver RWInc sessions and received targeted CPD. KB has received reading leader training and has planned weekly CPD for all staff teaching RWInc.  **Mathematics:**  Learning walks have demonstrated the increased use of concrete, pictorial and abstract and the reasoning and problem solving to deepen learning. Trust review highlighted the consistent and appropriate delivery of mathematics across the school.  **Writing:**  Work scrutiny has identified a clear build-up of skills when working towards an extended piece of writing. SR/KB have worked with a staff member identified from the monitoring to support this process.  **Curriculum:**  Intent and implementation CPD has continued to ensure that all curriculum leaders have a sound understanding of their curriculum areas. Trust leaders have supported the SLG and are supporting curriculum leaders with their articulation of their areas.  Trust curriculum planning continues to be a focus and quality assurance of written curriculums as the next focus.  KS1/KS2 targets   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | Reading | Writing | Maths | GPS | RWM combined - Expected | School - 2019 RWM - Expected | National 2019 RWM - Expected | | Year 6 | 5/7  71% | 5/7  71% | 5/7  71% | 5/7  71% | 57% | 65% | 65% | | Year 2 | 8/13 61.5% | 8/13 61.5% | 9/13  69% |  | 61.5% | n/a | n/a |   Year 1/Year 2 phonic screen check   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Year 1/2 phonics  predicted | Year 1 | 8/11 (number of pupils) | 73% | Year 2 re-screen | 0/4 (number of pupils) | 0% | | Current 28+ marks | 6/11 | 54% | 0/4 | 0% |   10/14 pupils in Year 2 passed the phonics screen check during Autumn term 2, this data was sent to the local authority. The 4 remaining pupils are all SEND and working significantly below ARE. |
| Behaviour and Conduct |
| Rewards, Abs, PA, FTE, PEX, Bullying |
| HoS comment:  The school continues to have calm environment where pupils are respectful and show positive attitudes towards their learning. Behaviour incidents continue to be average of 45 incidents per month. On the very few instances of low-level disruption, staff deal with these effectively ensuring that disruptions to learning are minimal. Staff and pupil’s relationships are positive.  Pupils continue to be very positive about the school’s reward system, dojo points are used as incentive for returning reading books, home learning tasks, entering competitions, taking part in extracurricular activities.  There have been no fixed or permanent exclusions this term. One child has spent one day in internal isolation. The school continues to focus on changing behaviours and offering the correct and proactive support for pupils who require it.   * The new pastoral lead has been a positive and proactive start to her role, building relationships quickly with pupils, families, staff and external agencies.   **CPD:**  Staff training on supporting pupils emotional health and wellbeing. Consistent approaches when implementing the positive reward system. Playleader training for pupils in Years 4/5 and staff who support lunchtimes.  **Attendance:**   |  |  |  | | --- | --- | --- | | **Class** | **Pupils in group** | **Attendances** | | Class N/R | 23 | 92.9 | | Class Y1/2 | 26 | 92.4 | | Class Year 3 | 15 | 95.5 | | Class Year 4 | 22 | 93.5 | | Class Yr 5/ Yr 6 | 20 | 92.8 | | Totals | 106 | 93.4 |   The overall attendance for Spring term is below national and decrease from Autumn term (96.3%). Following DfE guidance, pupils who are isolating due to Covid 19 are now marked as ‘I’ from their positive covid result and therefore their attendance, and the whole school attendance is now directly impacted. The whole school attendance from September to present it 94.6%.  There are currently 22 pupils whose attendance falls below 90%. Individual cases have been analysed and appropriate action taken. The statistical analysis taken at this time of year is not representative of the final figure recorded at the end of the academic year, due to it being accountable for half the academic year. |
| Personal Development |
| Curriculum enrichment, extra-curricular activities |
| HoS comment:   * School has continued to develop and deliver a comprehensive personal development curriculum focused around ‘MIRROR values’. * After school extra-curricular activities have run through Spring term and alongside the National Tutong Programme this half term. Due to the successful introduction of gymnastics club, this has been increased to twice a week and offered to KS1 and 2 pupils. Clubs are popular and well attended. * Pupils experience a rich wider curriculum through trips, visitors, and use of the learning environment. Reading areas have continued to be adapted to continue to promote a love for reading. All pupils attended a visit to Lindley Book Shop during World Book Day and received a free book. Reading volunteers have continued to attend weekly and all classes across school are supported. * The pastoral support in school continues to be effective, often in challenging circumstances. KB is now the deputy designated safeguarding lead and is supporting CH with the clear reporting and intervention systems in school. OJ will attend DSL initial training in Summer term. Safeguarding training is delivered to all staff in school and appropriate updated materials shared. |
| Pupil Premium Plan |
| Introduction, review and/or update of the success of the strategies in the plan |
| HoS comment:  Pupil premium plans have been adapted to meet the requirements of the DfE proforma. Objectives match the SIP priorities. Funding is targeted around staffing and interventions to support pupils.  Key foci:   * Intervention to support phonics- lowest 20% and pupils who are working below ARE. * First day calling procedures and pastoral support to work with families on their attendance and punctuality. * Pastoral support worked with individuals on their resilience to learning and in term improvements in behaviours to learning and motivation to participate in new learning. |
| Early Years |
| Summary of the impact of strategies directly related to the early years provision at the school |
| HoS comment:   * Baseline was completed for all pupils during Autumn term 1 and Early Essence continues to be used as log observations and learning journeys. * Pupils remain settled in routines and with the support of the skilled team. New starters in January have settled quickly with the correct support. Speech, language and communication continues to be a focus area, forming the basis of adult led activities. Phonics, mark making and number also being a primary focus. RWInc groupings have been reviewed in line with the KS1, afternoon interventions are in place to support relevant pupils. |
| Catch-Up Premium |
| Introduction, review and/or update of the success of the strategies in the plan |
| HoS comment:   * The school is working in line with guidance issued through the governments National Tutoring programme. * Teaching staff and specific teaching assistants have received the relevant National Tutoring training and are now delivery tutoring sessions. Leadership have identified and grouped all pupils and each group is delivered a mathematics and literacy-based session. Pupils identified are receiving 2 hours per week tuition, sessions are run after school in most cases. * Staff are recording the content and outcomes of sessions.   The impact of this work will be a focus for the LGB in the Summer term. |
| Sports Premium Plan |
| Introduction, review and/or update of the success of the strategies in the plan |
| HoS comment:   * Following the November parents/carers questionnaire which identified some other sporting after school clubs that pupils are interested in taking part in- rugby, football, netball, dance. GB has begun sourcing relevant external/internal providers. Football is now provided weekly and rugby has been taught by the sports coach. * Active school England trailblazer remains a focus for the school. Active challenges are set weekly to encourage participation at home. Further advertisement and incentive have been used and we have seen an increase in participation. An active schools board in the school hall is used to showcase school successes. * Sports coach continues to be a positive contribution to the staffing team and has supported with competitive sporting competitions. Key strength being behaviour management and relationships with pupils. * Pupils have participated in external competitions, providing opportunities to showcase skills in different sports, but also their positive use of MIRROR values. |
| Exception report on the School Improvement Plan if not covered above |
| Introduction, review and/or update of the success of the strategies in the plan |
| HoS comment:  The vast majority of the key strategies from the SIP are underway and leaders are clear about steps need to improve their lead areas. The SIP is continually reviewed alongside feedback from Trust led school improvement reviews. |

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| Safeguarding Update: |
| Training completed by staff, compliance checks conducted, updates to practice based on policy development |
| HoS comment:   * All staff were party to Level 1 safeguarding training, delivered by the Trust (this training was focused using the school’s new policy). * Online safeguarding training will be used moving forward. * A new Designated Safeguarding Lead (DSL) was appointed in Spring and will undertake the required training in May 2022. This training will be delivered by Calderdale LA |
| Staffing update |
| HoS comment:   * Year 3 teacher absent has left the Trust. Casual cover will remain until the end of the academic year. Recruitment process underway for a new full time class teacher for September 2022. * Sickness absence has been high and combination of Covid isolations and other illnesses. This has settled since February half term. Cover has been provided for operational purposes. |
| Premises and Health and Safety update |
| HoS comment:   * A full site survey was undertaken by the Trust. The Trust has applied to the condition improvement fund for work identified in the survey (the Trust has committed 30% up front funding to support the bid). * The Site Manager is booked in to attend a Managing Safety at work Course (IOSH Level 3). * The Trust has invested in a new server, ICT hardware and a software upgrade to the Microsoft suite of tools and the firewall (to support better safeguarding protocols). The hardware (new computers in each classroom and workroom) will be installed in the coming weeks. The Trust has also negotiated an improved package for the school’s internet connection. |

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| Trust Updates (1) |
| **Trust Review: Field Lane Primary School 2nd February 2022**  **Purpose of the review**  The review forms the second of three trust quality assurance events carried out in conjunction with leaders at the school. The purpose of the review was to establish the progress made towards the recommendations from the first review. The review focussed on the following   * Leadership and management * Quality of education * Behaviour and attitudes * Personal development   **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, MFL and writing. * Pupil panels around curriculum, reading, behaviour and safety   Two teams carried out these activities led by the following:   * Matt Crowther Director of School Improvement (LLE Polaris MAT), * Rebecca Denham Director of Primary Phase (LLE Polaris MAT).   All quality assurance activities were carried out in conjunction with senior leaders from the school.    **Areas to develop as indicated by the last review (September 2021)**   * Leaders have continued to strengthen the early reading curriculum. The phonics programme is consistently embedded across the school and strategies used in RW Inc are implemented within the classroom.  The RW Inc programme was consistently delivered by both teachers and teaching assistants. The quality of teaching and learning was consistent for all learners. * Leaders have added more detail to the milestones within the SIP and they feel this is allowing them to measure more accurately the progress they are making towards the identified areas of improvement. As a result, leaders are carrying out more structured scrutiny of the quality of education, but further support is required around the capture and analysis of this information. * Work towards the ‘rolling curriculum programme’ is being developed with the wider curriculum planning work with the Trust.  There is still some minor variance in teachers understanding of what objectives need to be covered. This school is working with the Trust to improve this area of curriculum intent. * Leaders have put in place a coordinated CPD plan that is fit for purpose and meets the needs of staff and the identified improvement areas within the SIP. Leaders identified inconsistencies in the marking policy and plans are in place to address these so there is more consistent practice. * Leaders have delivered a series of assemblies promoting the MIRROR values. Pupils know what the MIRROR values are, but still need clarity around the meaning of some of the values.  Leaders need to continue to embed a common language around the MIRROR values throughout the school. * Behaviour routines are established and pupils can articulate the behaviour and reward system. During the review pupils were calm, respectful, and focussed on their learning.     **Leadership and Management Findings**   * Leaders are ambitious with high expectations.  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 behaviour expectations to establish strong routines and a calm learning environment. This has been successful and was evidenced throughout the visit. * Leaders have developed a school improvement plan that identifies clear areas for improvement and the steps required to achieve this. The main focuses from the improvement plan are improving the quality of education and maintaining the strong progress made with behaviour.  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 are developing their understanding of the school’s curriculum and the learning packages they have adopted e.g. White Rose Maths, Read and Read, Write, Inc. They can articulate their curriculum intent and the skills and knowledge and were clearly passionate about their subject. Some subject leaders need further support to be able to articulate the curriculum intent. * Leaders were able to demonstrate the impact of their actions since the last review. Leaders recognise the importance of reading and have developed the school’s approach to synthetic systematic phonics (Read, Write, Inc) and the wider literacy curriculum. Leaders need to develop a stronger narrative to capture the impact of the RW Inc. Leaders talked enthusiastically about the VIPER programme they have implemented to develop reading comprehension. A clear visual framework for the delivery of reading across the school needs to be designed to avoid any misconception developing between the teaching of mechanical reading and reading comprehension.   **Quality of Education Findings**   * Curriculum sequences are appropriate and are being followed. * Teachers demonstrated good subject knowledge in the lessons observed. * The delivery of the school’s phonics programme was strong (Read, Write, Inc) and all staff were following the programme routines. All the components of RW Inc were delivered consistently across the school. There was strong fidelity to the RW Inc programme. Phonics reading books are well matched. Three teaching assistants were observed listening to pupils read. In all cases, they showed fidelity to the phonics programme, and they were all consistent and methodical in their approach. * Pupils enjoyed reading and talked about their favourite books and authors. Leaders have worked hard to develop a love of learning and the pupils talked enthusiastically about the books that teachers had read to them or that they are studying in the class. * In all lessons observed teaching was effective. Activities were engaging and interactive demonstrating a varied range of teaching techniques. These included strong questioning, teacher led instruction, challenging written tasks and effective use of the teaching assistant. * The school follows the White Rose Maths curriculum for Mathematics. From the last review it was evident that the recommendation to reduce the number of worksheets used had been addressed. In the instances where worksheets were still being used, these limited the expectation of work pupils needed / were capable of producing.     **Behaviour and Attitudes**   * Pupils were respectful, calm and showed positive attitudes to their learning.  Pupils felt the behaviour systems were fair and felt confident that leaders had high expectations of their behaviour. No low-level disruption was seen, pupils were focussed and productive in all lessons. * Staff and pupil relationships are positive, and pupils 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 implemented and monitored. * Pupils feel safe in school and want to learn. They think behaviour is good for most pupils. Pupils were compassionate towards their peers and stated that where pupils are ‘naughty or get stressed’ the teacher always gives them another chance.  In a pupil panel of 5 pupils none of the pupil’s said they had experienced bullying. They confirmed that they knew who to report it to and that it was dealt with effectively. * Pupils were very positive about the school’s reward system, and they talked enthusiastically about what they can receive them for and how they can use them. There are physical prizes, but also a range of experiences such as being a TA for the day.     **Personal Development**   * The school has developed a comprehensive personal development curriculum focussed around their ‘Mirror Values’.  Pupils could say what the mirror values were, they were not yet all able to talk in depth about the meaning of the values e.g. integrity or open-mindedness. * Pupils felt safe at the school and talked positive about the behaviour systems in place. They were clear about the sanctions if a child made the wrong choice. * Pupils experience a rich wider curriculum through after school activities, trips and the use of the school’s learning environment.   **Recommendations**   * The school needs to continue its curriculum development work alongside the Trust to ensure all curriculum areas reflect the Trust standards. An area of immediate focus is the Science curriculum. This is due to joint year group classes and the need to demonstrate that pupils are still making strong progress and taught appropriate skills and knowledge. * Leaders need to establish a clear rationale for the purpose of written feedback, review the marking policy and establish clear guidelines for the purpose of Read and Respond. * Ensure pupils can clearly articulate and recall how the curriculum teaches them to keep themselves safe. * Leaders need to continue developing a whole school language and understanding of the MIRROR values. Children were able to articulate clear what the MIRROR values where, they now need to be able to talk about them in depth. * The reading lead needs to develop a reading framework to clearly articulate the journey of reading throughout the school. This needs to make the links clear between phonics, mechanical reading and reading comprehension. * Leaders need to establish a clear whole school approach to handwriting. * Leaders need to develop how they articulate the strong impact RWINC is having in enabling every child to become a strong reader. * Leaders need to build into the quality assurance cycle a clear process for monitoring planning. Some teachers need additional support. Some teaching staff need a more direct coaching programme (led by senior leaders) to support them with their short and medium-term planning and to be able to make strong connections between the national curriculum, learning objective and success criteria. |

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| Trust Updates (2) |
| * An online safeguarding training course will shortly be sent to all governors. This course is mandatory and needs to be completed by 29th April. The course takes no longer than 1 hour. It can also be tackled in bitesize chunks, with progress saved as you complete each section. * The Chair of the Trust, Duncan Brundell visited the school earlier this month to meet Caroline and Paul. |