**Head of School Report**

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| School Name | Luddendenfoot Academy |
| Head of School | Carolyn Greenwood |
| Capacity | 191 |
| % Pupil Premium | 15.8% |
| Numbers on roll (NOR) | 190 |
| LGB Chair | Marie Briggs |

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| Leadership and Management |
| CPD, performance management, ECF, Staff, Students and parental feedback |
| The leadership team continue to strive for excellence and as such, have continued to drive forward the key areas of the school improvement plan. In the absence of the Deputy Head Teacher, two temporary Assistant Heads have been appointed to strengthen the leadership team.  In line with the school’s objectives a comprehensive CPD programme is in place supporting areas such as improving the quality of teaching, personal development, and curriculum development.   * ***Whole school CPD training on:*** Model writing,RWInc, Reading Comprehension, Mastery maths, IEPs and SMART target setting. * ***Subject leader training:*** Developing medium term plans. * ***Subject Pedagogy sessions:*** History, Phonics.   ***Performance management:*** Mid-term reviews are underway. Reviews focus on progress towards targets set relating to the quality of teaching, pupil progress and curriculum development.Action plan and support programme will be in place to support any staff not on track to reach their end of year targets. |
| Quality of Education |
| Curriculum, quality of teaching, CPD |
| * Curriculum development priorities aligned with outcomes of Ofsted report. Working with colleagues across the Trust to refine and strengthen our curriculum. * New Geography planning being implemented focusing on key skills and knowledge progression. * New History planning currently being taught. Initial feedback from teaching staff is that the children are enjoying the lessons and the plans have reduced teacher workload. * Lesson observations and book scrutiny in phonics, literacy, maths, and history have taken place, immediate feedback from the subject leaders and CPD sessions arranged to continually improve the quality of teaching. In line with recommendations of recent Ofsted report, a review of the matching of home reading books to phonics ability has been completed and improvements made. * SENDCo continuing to provide on-going CPD and classroom support to staff in managing children currently in KS1 with complex needs. EHCP applications being submitted for 3 children. Clear improvements have been made and staff in KS1 feeling more confident in meeting the complex needs of these children.  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | Reading | Writing | Maths | RWM combined - Expected | School 2019 RWM - Expected | National 2019 RWM - Expected | GPS | | Year 6 | 91% | 86% | 91% | 82% | 78% | 65% | 95% | | Year 2 | 87% | 83% | 87% | 80% | N/A | N/A | N/A | |
| Behaviour and Conduct |
| Rewards, Abs, PA, FTE, PEX, Bullying |
| A review of behaviour across school highlighted that the behaviour of pupils is very strong. At lunchtimes however, we have seen an increase in C1s (behaviour warnings) for lack of sportsmanship on the football pitch. In response, to ensure behaviour remains exceptional all matches are played in rotation, refereed by a member of staff. We have also secured a speaker from the FA to talk to our ‘keen footballers in KS2’ about sportsmanship, respect, and tolerance on the field. Low-level disruption identified in last external review has been addressed through support from SENDco for managing children with complex needs, CPD and support via mentorship for RQT in classroom organisation.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Period 03/01/22 to 16/3/22**   |  |  |  |  | | --- | --- | --- | --- | | **Type of Behaviour** | **No of**  **Incidents** | **No of**  **Pupils** | **Analysis and Actions** | | Racist | 0 | 0 |  | | Bullying | 3 | 3 | All verbal incidents. Incidents reported to Parents in all cases. All cases dealt with by a member of SLT and situations have been resolved - ongoing monitoring is in place. | | Homophobic | 0 | 0 |  | | Sexual Harassment | 1 | 4 | Inappropriate conduct in the playground. Dealt with by SLT and children involved sanctioned and spoken to regarding why behaviour was inappropriate. | | Derogatory Language | 0 | 0 |  | |  |   **Period: 03/01/22 to 16/03/2022 PM**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year Group** | **Pupils in group** | **Attendances (%)** | **Authorised Absences (%)** | **Unauthorised Absences (%)** | **Late Before (%)** | **Late After (%)** | | Year R | 24 | 94.4 | 3.3 | 2.2 | 0.1 | 0.0 | | Year 1 | 30 | 91.1 | 8.8 | 0.1 | 0.9 | 0.0 | | Year 2 | 30 | 93.9 | 5.7 | 0.4 | 0.3 | 0.0 | | Year 3 | 29 | 94.3 | 5.4 | 0.3 | 0.2 | 0.0 | | Year 4 | 30 | 94.4 | 5.6 | 0.0 | 0.2 | 0.0 | | Year 5 | 25 | 91.9 | 8.1 | 0.1 | 0.1 | 0.0 | | Year 6 | 22 | 96.2 | 3.8 | 0.1 | 0.3 | 0.0 | | Totals | 190 | 93.2 | 6.3 | 0.5 | 0.3 | 0.0 |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **PPI** | **Pupils in group** | **Attendances (%)** | **Authorised Absences (%)** | **Unauthorised Absences (%)** | **Late Before (%)** | **Late After (%)** | | Pupil Premium | 30 | 90.9 | 9.1 | 0.1 | 1.0 | 0.0 | | Totals | 30 | 90.9 | 9.1 | 0.1 | 1.0 | 0.0 |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **SEN Status** | **Pupils in group** | **Attendances (%)** | **Authorised Absences (%)** | **Unauthorised Absences (%)** | **Late Before (%)** | **Late After (%)** | | Education, Health and Care Plan | 4 | 92.0 | 8.0 | 0.0 | 0.0 | 0.0 | | SEN Support | 19 | 90.5 | 9.5 | 0.0 | 0.6 | 0.0 | | Totals | 23 | 91.2 | 8.7 | 0.1 | 0.6 | 0 | |
| Personal Development |
| Curriculum enrichment, extra-curricular activities |
| * The school continues to prioritise personal development, through the PHSE curriculum, promotion of MIRROR values, the academic curriculum and the promotion of British values through weekly assemblies. The combination of which create a comprehensive package of opportunities to enhance character and personal development. * In addition, we have welcomed visitors back into school as part of the PHSE careers and money unit. Visiting speakers have included an author, CID, framer, builder, nurse, midwife and vet. * A full program of before and after school clubs continue - netball, gardening, karate, jumping clay, Pokémon club and book club. Pupil premium and/or vulnerable children given priority places. * The Phunky food team promoting healthy eating to support a healthy mind and body are working with children in school. * Year 4 & 5 nominated representatives start the Princess Diana Anti-bullying Ambassador Programme this month, promoting kindness, respect and tolerance. * Mental Health Mondays have been a fantastic initiative introduced by our Head Girl and have raised awareness among our school community about how important it is to look after your mind as well as your body. The Head Girl is working alongside the school council to review the direction of Mental Health Mondays moving forward. |
| Pupil Premium Plan |
| Introduction, review and/or update of the success of the strategies in the plan |
| Plan circulated prior to meeting. |
| Early Years |
| Summary of the impact of strategies directly related to the early years provision at the school |
| SDP priorities on track – priorities updated and reviewed in response to Ofsted report. ECT teacher in reception being supported EYs Lead. |
| Catch-Up Premium |
| Introduction, review and/or update of the success of the strategies in the plan |
| The school is working in line with guidance issued through the Government National Tutoring Programme. School based staff providing tutoring before and after school to targeted children. School’s strategy plan has been approved by the Trust and programme is underway. Teachers’ initial feedback is that the targeted children’s gaps in knowledge are improving, which can been seen in their work. Observation of tutoring sessions are observed by HoS to assure the quality of sessions. |
| Sports Premium Plan |
| Introduction, review and/or update of the success of the strategies in the plan |
| Current achievements to date:   * Before and after school clubs continue and are being well attended, prioritizing children in receipt of Pupil Premium. * Football, cross-country and netball competitions have taken place between local schools * Purchasing of new sports equipment to enhance provision. * Dedicated Sports Coach and Sports Leader continue to work together ensuring a range of high-quality physical activities is being taught across school. * Swimming lessons started up again. * Physical activity program in school has strong links to personal development agenda and is promoted throughout school as supporting children’s mental health and well-being. |
| 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 |
| Nothing to report |

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| Safeguarding Update: |
| Training completed by staff, compliance checks conducted, updates to practice based on policy development |
| * New DDSL appointed – 2-day training completed, delivered by Calderdale LA * Assistant Head attended workshop on updates to Pupil Premium reporting |
| Staffing update |
| 2 temporary Assistant Heads appointed (See Leadership & Management Section) Out of School Club Worker and midday supervisor appointed following resignation of staff member. |
| Premises and Health and Safety update |
| The Site Manager is booked in to attend a Managing Safety at work Course (IOSH Level 3). |

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| Trust Updates (1) |
| **Trust Review: Luddendenfoot Academy 25~~t~~h January 2022**  **Purpose of the review**  The review was 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 and the recent Section 8 Ofsted inspection. 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 sourced evidence from the following areas:   * Discussions with Senior Leaders regarding the strategic direction of the school, school improvement plan and progress made since the last review * Learning walk observations including reading (phonics), literacy and maths * Book scrutiny in Literacy and Numeracy * Quality of education discussions with subject leads in Reading and Science * Listening to a sample of children read selected from the bottom 20% of readers   Two teams carried out these activities led by the following:   * Michelle Joyce School Improvement Partner (Calderdale LA and Lead Ofsted Inspector) * 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.  **Progress from Prior Review (September 2021)**   * Leaders have made the following progress against the recommendations made from the last review. * Leaders have ensured teaching environments are conducive to the learning requirements of the phonics programme. Teaching Assistants have been allocated teaching space next to strong teachers so there is effective sharing of strong phonics delivery. * The Year 1 class teacher has received some support to reorganise the classroom to ensure that year group is prepared for formal teaching approaches. Additional teaching support has been added to support the Year 1 teacher. * The schools CPD programme has continued to develop practice around the Maths and Literacy curriculum. The phonics CPD has improved the quality of teaching and learning when delivered by TA s. There is still further training for individuals to ensure all pupils receive consistent, quality provision.   **Leadership and Management Findings**   * Leaders are ambitious and understand the context of the school. They know the children and families well and are clear about and focussed on school priorities. Leaders have a strong focus on curriculum intent and are working collaboratively to strengthen the medium-term planning. * Leaders have taken prompt actions to address the recommendations from the last review and the more recent Ofsted inspection. The school’s school improvement plan identifies areas for improvement and the steps required to achieve them. Strategies have been adapted in light of the recent Ofsted inspection and guidance from Trust Leaders to address any areas for improvement. * Leaders recognise the importance of reading, which is high priority for the school. * Throughout the scrutiny activities leaders were accurate in their judgements and were able to identify key strengths and weaknesses in curriculum medium term plans, the effective teaching of the curriculum and behaviour of pupils. These closely match the improvement strategies in the school improvement plan.   **Quality of Education Findings**   * The vast majority of teaching was strong. In these lessons it was evident that * appropriate questioning, good pace and challenge and excellent pupil to teacher and peer to peer relationship were in place. * Read, Write, Inc has strong fidelity, books are matched to pupils and well-resourced. Sessions seen that were delivered by teachers were strong. * On the whole the impact of CPD for TAs was evident in the RW Inc sessions observed. One TA needs addition support and CPD to ensure all children receive the same quality of teaching and learning. * Teaching Assistants were not always modelling letter formation accurately. There were inconsistencies in the modelling of letter formation. * Reading corners are a strength of the school. Books are of a high quality and children are exposed to the genres identified in the national curriculum. The school has invested in carefully selected books that link to the teaching and learning in class. Pupils demonstrated a love of reading and were able to discuss their favourite books. Teachers and adults consistently read to children in class. * The school’s Early Years provision is well planned and provides a productive and purposeful environment for pupils. Children were focussed and engaged in their learning.  High quality books were available and accessible around the classroom. * The classroom environment is becoming a clear strength of the school. Leaders and teachers have worked diligently to ensure classroom displays and resources support learning and that the wider school environment supports the taught curriculum. * Some aspects of the components of learning are not captured by pupils so they can be passive during teacher discussion or Q&A. * The role of NCTEM and its relationship with a traditional scheme or work (medium term plan) is unclear and potentially overly complicated and does not give teachers the clarity of what and how they could teach an aspect of the National Curriculum. Further clarity required around the role of the NCTEM and the medium-term planning in mathematics. * Some teachers are providing detailed feedback to pupils which is not always acted upon and is not having the intended impact. In some classes marking is having a negative impact on teacher workload for minimal impact. * Where teaching was weak there was an issue with subject knowledge in Mathematics. Alongside this, activities observed were not challenging enough or differentiated clearly. The in-class support was not effectively utilised. TAs in the class were unsure of their role and/or unclear on the next steps in the lesson.   **Quality of Education (Science)**   * The Science lead understands the discrete subject approach being taken in Science. She is clear on the importance of ensuring the NC is clear and well-articulated through a strong set of learning objectives. There is a strong focus on scientific skills and approaches to working scientifically, although it was accepted that the working scientifically statements need to be more precisely and prescriptively matched to sequences of learning. * The Science lead is working effectively with wider staff on developing staff understanding of the Science curriculum through continuing to develop approaches to planning and providing a strong curriculum sequence.   **Behaviour and Attitudes**   * Behaviour was exemplary. Students were respectful, calm and polite. * Generally, pupil's attitudes to learning are strong, although pupils work was not always as high quality as it could be. Common spelling mistakes and letter formation were not always addressed by the class teacher. Expectations need to be raised for both teachers and pupils and attention to detail addressing, if the school is to be judged outstanding in this area. * During lesson’s pupils were always on task and focussed. No high tariff or low-level disruption was observed.   **Recommendations**   * Further clarity is required around the role of the NCTEM and the medium-term planning in mathematics. * Further work is required on developing approaches to planning, as learning objectives are at times confusing and are not always matched to the National Curriculum. As a result, the components of a learning sequence are not always clear and are sometimes open to interpretation. * School leaders should consider the purpose of assessment, written feedback and the focus on assessment at the point of learning, so misconceptions are quickly addressed and the impact the written marking is having on progress. * RW Inc is a continued focus for improvement, particularly for teaching assistants. Continue to consider targeted programmes to support the weakest readers. * An RQT support programme needs to be put in place for the year one teacher to develop her ability to deliver high quality teaching and learning. * Review the handwriting policy and ensure teacher and teaching assistants are modelling letter formation consistently and accurately across the school. * All staff have high expectations, so that pupils consistently take pride in their work across the school, particularly in respect to presentation, handwriting and spelling. Furthermore, be ambitious for all, when pupils have mastered objectives consider how to help them to learn at depth in the subject. |
| Trust Updates (2) |
| * 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. * 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 Marie and Carolyn. |
| Policies to approve |
| **None** |