**Head of School Report – Term 3**

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| School Name | Field Lane Primary |
| Head of School | Mrs Caroline Howarth |
| Capacity | 189 |
| % Pupil Premium | 65% (71/110 pupils) |
| Numbers on roll (NOR) | 110 |
| LGB Chair | Paul Booth |

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| Leadership and Management |
| School Improvement Plan Review |
| HoS comment:  **Reading/phonics**   * Data below shows the positive impact of consistent CPD, teaching and delivery of the synthetic phonics system. * 1:1 tutoring phonics intervention has accelerated the progress for key pupils. * Use of NFER assessments for Years 1-6 have provided more accurate summative assessments for reading and in turn QLA have influenced teaching and learning   **Maths**   * Consistent approaches * CPD effective- increased use of CPA, implementation of resources, more reasoning and problem solving used * Intervention- Mastering number effective, progress of pupils KS1   **Foundation subjects**   * Assessment calendar used effectively * All subjects assessed and judgements moderated   **Behaviour, attitudes and personal development**   * Pupils demonstrating high levels of resilience in most lessons. * Clear use of the positive behaviour management policy- consistency, routines and improved outcomes * MIRROR values becoming part of pupil’s dialogue- pupils understand how systems work and their purpose * PSHE has a clear focus and progression throughout school * Pastoral team proactive in role and relationships - continued impact on recorded incidents decreasing and positive outcomes increasing * E-safety is consistently taught, and stakeholders are provided with strategies to support pupils outside of school   **Leadership and management**   * Questioning demonstrates higher level of challenge, reflection and appropriate * CPD and consistent focus on SIPs, in particular T & L, has supported SLT with leadership clear focus and understanding of school priorities * CPD for curriculum leaders has developed subject leaders’ strategic approaches and built on confidence. Curriculum plans have been refined and embedding period continues * Performance management have been reviewed and appropriate support planned   **SIP priorities 2022/2023**  **Writing**   * CPD- curriculum planning, pedagogical teaching styles and sharing good practice. * Handwriting scheme to identified and used by all. * Developing early writing   **SEND**   * Although SEND pupils are making expected progress and a range of interventions used, further research (EEF) based practice to be introduced * CPD delivered for specific pupils needs- SEMH   **Governors**   * Continued CPD and collaboration on school priorities, support, and challenge from governors   **Behaviour**   * Continued CPD to support staff with strategies for supporting all pupils   **CPD**   * Package of CPD to support curriculum requirements of subject knowledge and skills |
| Behaviour and Conduct |
| Rewards, Abs, PA, FTE, PEX, Bullying |
| HoS comment:  The school continues to have calm environment where the majority of pupils are respectful and show positive attitudes towards their learning. Behaviour incidents have shown a slight increase, this term, which we have seen in previous years, 60 incidents per month. On the 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 and being active.  There has been one suspension and no permanent exclusions this academic year. Three children have 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.  **CPD:**  Staff training on supporting pupils with specific need. Consistent approaches when implementing the positive reward system. The pastoral lead has attended training on understanding behaviour, communications and emotions and has cascaded some of this to other staff in school.  **Attendance**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | % | Attendance (all) | Attendance  (PP) | Attendance  (Non-PP) | Attendance (SEND) | | Field Lane Primary School | 94.4 | 94.2 | 94.6 | 94.6 | | National 2022 | 93 | unavailable | unavailable | unavailable | | National 2019 | 94.3 | 92.5 | 95.8 | 91.3 |   The overall attendance for summer term (94.5%). 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 94.4%.  **Persistent Absence**  There are currently 21 pupils whose attendance falls below 90%. Individual cases have been analysed and appropriate action taken. 11 families have been referred to the local authority for fining due to term time holidays or authorised absences.  **Exclusions**   |  |  |  |  | | --- | --- | --- | --- | | % | Persistent Absence (all) | Persistent Absence  (PP) | Persistent Absence  (Non-PP) | | Field Lane Primary School | 18.5 | 71.4 | 28.5 | | National 2022 | unavailable | unavailable | unavailable | | National 2019 date (Combines secondary and primary schools) | 13.7 | 22.8 | 4.2 |  |  |  |  |  | | --- | --- | --- | --- | | % | Suspension number of days | Suspension (number of pupils) | Permanent Exclusion (number of pupils) | | Field Lane Primary School | 2 | 1% (1 pupil) | 0 | | National 2019 | unavailable | Primary 1.4% Secondary 10.1% | All pupils 0.10 |   The data in columns 2 and column 3 is achieved by dividing the numbers of pupils who have received a suspension or permanent exclusion by the total number of pupils at the school. The percentage rates demonstrate that the behaviour policies and procedures at schools in the Trust are strong.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Year 1** | **Phonics Screening** | | | | | |  | No. Pupils | Average Phonics Score | Meeting required standard 2022 | Meeting required standard prior year (2019?) | National Data Meeting expected | | All | 13 | 34.80 | 84.6% 11/13 | 65% 15/23 | Not published at present | | F | 6 | 35.30 | 83% 4/5 | 61% 8/13 | | M | 7 | 34.40 | 85.7% 6/7 | 70% 7/10 | | PP | 8 | 34.40 | 75% 6/8 | 66% 8/12 | | SEN | 3 | 33.00 | 66% 2/3 | 33% 3/9 | | CLA | 0 | 0.00 | 0.00 | 100% 1/1 | |

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| Safeguarding Update: |
| Training completed by staff, compliance checks conducted, updates to practice based on policy development |
| HoS comment:   * All staff have achieved Level 1 safeguarding training, delivered by the Trust (this training was focused using the school’s new policy) or the online safeguarding training. * Pastoral lead has completed DSL training and is actively engaged in the role. CH continues to coach new DSL’s in their roles. * New hand signal strategy have been put in place to support all staff working with pupils to ensure the safety of all. |

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| Trust Updates |
| Please see the letter from the CEO  A data report summarising the school’s SATs scores will be published and made available for scrutiny in the first meeting of the new academic year.  The recent Trust led review report will be published on the Governance Portal before the end of this academic year. |