

Grimsargh St Michael's C of E Primary School



Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Headteacher's Report **Spring Term 2021/22 (March)**

Welcome to the spring term report.

Leadership and Management

Context of the school

Grimsargh St Michael's is a one form entry primary school with 209 pupils on roll, of which 115 are boys and 94 are girls. The proportion of pupils from minority ethnic groups is well below average as is the proportion of pupils whose first language is not English (3 pupils). A below-average proportion of pupils have a special educational need (17 children) and a below-average proportion have an Educational Health Care Plan (4 children). The proportion of pupils supported through the pupil premium is below average (25 children). The pupil premium is funding for those pupils who are known to be eligible for free school meals (16 children), children from service families (3 children) and those children that are looked after, including those post looked after (8 children post looked after/ special guardianship order). The school is easily accessible for parents and governors with physical disabilities, of which there are a very small minority.

*2 FSM children are also post looked after

Numbers on Roll	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Autumn	30	30	30	30	29	29	31	209
Spring	30	29	30	30	29	30	31	209
Summer								

Mobility

- A child (boy) in year 1 moved at the start of the spring term to another local school- his mum wanted a fresh start for him.
- A child (girl) in year 5 moved from Ribchester St Wilfred's Primary to our school, starting after the spring half-term.
- I showed parents of a year 1 and 4 child around school on Tuesday 1st March. If these places are taken, this would take us 1 child above our desired capacity of 211.

Safeguarding and Child Protection

- Stuart Booth, Headteacher is the Designated Safeguarding Lead.
- Helen Smith, acting deputy headteacher and SENCo, is the school's deputy Safeguarding Lead.
- All DSLs have up to date Designated Safeguarding Lead training (8th July 2021). The Headteacher is Safer Recruitment Trained (Nov 2020).
- The Headteacher is the Prevent Lead and refreshed his training in June 2020.
- All school staff receive Level 1/Level 2 Safeguarding and Child Protection Training annually. New staff that join our school receive this as part of their induction.
- All safeguarding and child protection concerns are recorded using an electronic system called CPOMS which stands for Child Protection Online Management System. All teaching assistants have recently received in-house CPOMS training from Helen Smith.
- We have a new Computing leader and Online Safety leader in Emma Threlfall (year 1 class teacher). Emma met with Rob Musker, (Teaching and Learning Consultant for Computing including Online Safety) to develop our Computing Curriculum.
- Rob Musker booked to lead all staff in Online Safety training on our inset day on Friday 2nd September 2022.
- Filtering and virus protection is carried out via Netsweeper and Sophos AV, the school has control of assignments and filtering policies, excluding categories that are deemed inappropriate by default.

Children's Services/ Social Care

Referrals to DSL

From January 2021

Initials	Year Group	Referral to DSL	Services involved	Outcome
	Y4	24.11.21.	Mash call re GP appointment with AS	Referring to CANW via Early Help Assessment 6.12.21.
	Y3	27.09.21	Op Encompass Referral DV	15.10.21. JB's Mum and partner separated and they no longer live together.
	R	03.09.21	Op Encompass Referral Neighbour raises concerns for children	13.09.21 <i>'I note that the outcome was that there was no concerns arising from the visit, but that there are concerns that the information shared with the police was fabricated, given some difficulties you are having with some neighbours'</i> . Tim Booth, LADO
	Y4 Y1	12.07.21.	Safeguarding Helpline Social Worker Lorraine Scott via CAF	TAF meetings RS currently living with his Dad & step Mum. TAF still open. Social worker still involved (initially to support RS's Mum).
	Y4 Y3 Y1	2.05.21.	Op Encompass Referral DV	<ul style="list-style-type: none"> • Police attended and father removed for the night to prevent any further issues. Safeguarding advice passed to wife/victim and strong advice passed to husband. • Teachers informed and children monitored closely in class. • SB and HS informal check ins with Mrs A. • Formal meeting HS and Mrs A when Mr A left the family home.

				AA (Y1) attends in-school nurture group
	Y4	21.07.20.	Op Encompass Referral Domestic Abuse Investigation	20.05.21. Court order. HB lives with her mother and has indirect contact with her father

Attendance

Attendance	Current Attendance	Authorised Absence	Unauthorised Absence
Autumn	96.8	3.1	0.1
Spring			
Summer			

School Priorities for Improvement 2021/22

Priority 1: Recovery	To support all children, in particular those identified by staff and parents/ carers, who require additional support (social, emotional and/ or academic) due to lost or restricted education during the COVID-19 lockdown.
Priority 2: Reading	To develop a reading environment and reading culture across the school community.
Priority 3: Diversity	To embed the children's understanding of diversity to ensure all children value uniqueness.

Priorities (linked to Ofsted Framework)

- **QUALITY OF EDUCATION:** To effectively deliver a well sequenced curriculum personalised to the needs of our children, so they know and can articulate why they are learning what they are learning and how it relates to the outside world.
- **BEHAVIOUR AND ATTITUDES:** To create a safe, calm, orderly and positive environment which permeates into the behaviours and attitudes of all children.
- **PERSONAL DEVELOPMENT:** To provide extensive opportunities, including how to build confidence and resilience, to support the personal development of all children as preparation for their adult lives.
- **LEADERSHIP AND MANAGEMENT:** Leaders to ensure the education we provide has a positive impact on all our children.
- **EARLY YEARS:** To ensure the curriculum meets the needs of the children and supports their ability to know and remember more.

Additional School Improvement Priorities

- **CHRISTIAN LIFE AND RE:** To further develop links with our church community, Diocesan advisors and members of other faith communities to ensure that all children have access to high quality religious education enabling them to grow in faith and develop their understanding of diversity to ensure that all children value uniqueness.

- **PREMISES MANAGEMENT:** Ensure premises are in good repair and are a suitable, safe and stimulating learning environment for staff and pupils to work in.

GOLDEN THREADS

- Authenticity
- Growth Mindset: Perseverance, Resilience, Belief
- Reading: Vocabulary
- Diversity

Performance Management

- All class teachers, the HLTA and school business manager had their appraisal with the headteacher in the autumn term.
- All teaching assistants had their appraisals with their key stage leaders.
- The school admin officer had her appraisal with the school business manager.
- Class teacher, the HLTA and school business manager had their interim appraisal meetings wk beginning 7th, 14th and 21st March.

COVID

Risk Assessment

Our school Covid risk assessment is a working document and was last updated on February 14th 2022 to reflect Government updates. It can be found on our school website.

Since January we have had 6 staff absences linked to Covid and 64 children. The majority of the cases in children occurred within a 2- week period, starting on Friday 14th January.

Staffing

Senior Leadership Team	Mr Stuart Booth Miss Helen Smith Miss Lucy Cross Mrs Lindsay Garner	Headteacher Key Stage 1 Leader/ Acting Deputy Headteacher Key Stage 2 Leader School Business Manager
Reception	Miss Hannah Lemmings Miss Melanie Begbie	Class teacher Teaching assistant
Year 1	Miss Emma Threlfall Mrs Jacky Costas-Walker Mrs Jane Lovatt Mr Ben Fletcher	Class teacher Teaching assistant (Mon/ Tues) Teaching assistant (Weds/ Thurs/ Fri) Teaching assistant am
Year 2	Mrs Hannah Coupe Mrs Helen Hemmings	Class teacher Teaching assistant
Year 3	Mrs Penny Todd Mrs Rebecca Slattery Mrs Alex Sprakes Miss Morgan Walwin- Holm Mr Ben Fletcher	Class teacher (Mon, Tues, Weds, Fri) Class teacher (Thurs) Teaching assistant 1:1 support am 1:1 support pm

Year 4	Mr Terry Brooks Mrs Marie Coar	Class teacher Teaching assistant
Year 5	Mrs Alison Loughran Mrs Sharon Wane Mrs Kerry Giddins	Class teacher Teaching assistant 1:2 Teaching Assistant
Year 6	Miss Lucy Cross Mrs Joanne Rutherford	Class teacher Teaching assistant
	Mrs Jean Coulston	HLTA
	Miss Morgan Walwin-Holm	Learning Mentor pm
	Mrs Lindsay Garner & Mrs Elspeth Towers	Office staff
	Miss Charlotte Miah	Site supervisor
	Mrs Sarah Hall, Mrs Debbie Oxley & Mrs Diane Singleton	Kitchen staff

- Hannah Coupe returned on January 4th and has settled back impressively. Hannah left as the year 1 class teacher but returned to teach in year 2.
- Charlotte Miah was reluctantly taken on as site supervisor. Charlotte was in post as a cleaner before taking up the site supervisor post. We had advertised this post with no success. ICS have an advert out for a new site supervisor, as do we.
- The advert (internal) for a new deputy headteacher is currently live. Depending upon this appointment, we may have a class teacher post to advertise.
- We recently appointed Mrs Kerry Giddins to replace Miss Hayley Allen, in role as 1:2 support in year 5 and Mrs Joanne Rutherford to replace Miss Abbie Bradshaw as year 6 teaching assistant.

SEN

SEN	Pupils with additional provision	EHCP	Total
Autumn	14	4	18
Spring	17	4	21
Summer			

- 10.4% of children are on the SEND Register. This is below local and national averages.
- 4 children in school have Education Health Care Plans (EHCP).

To ensure we meet all children's needs, children have the following support:

- Behaviour Improvement Plans
- Individual Education Plans
- Learning Plans
- Additional nurture support from our school learning mentor
- Support from specialist teachers, speech and language therapists, counsellors, educational psychologists, CAMHS, the Children and Family Wellbeing service and Child Action North West. Staff from other outside agencies provides extra support, guidance, and plans/activities for teaching and non-teaching staff to use with specific children during extra provision time.

Children are benefitting from using the new resources in our nurture groups. Morgan Walwin-Holm has redesigned the nurture room and the children are enjoying using the new furniture including bean bags and

rugs which make the space more inviting/ calming. The aim is to support our children with anger/ social emotional and mental health targets. The new conference table and chairs are used for the nurture group and to host meetings.

Helen Smith carefully monitors the progress of the SEND children through our internal monitoring systems and assessing data. Internal assessment data is used to gauge the success of activities and interventions and it is used to assess the progress of pupils with Special Educational Needs over periods of time. It reflects the school's commitment to the 'assess, plan, do and review' cycle.

During the Spring term, a new group of children are benefitting from an intensive reading intervention to support gaps in learning and enable the children to make better progress. Over this academic year, we plan to invest in new maths interventions too.

Our learning mentor, Morgan Walwin-Holm continues to learn more about our graduated response to SEN-our assess, plan, do review process. She supports the teachers, teaching assistants, parents and children, by gathering resources to support objectives on learning plans and IEPs. Morgan also takes minutes during Early Help Assessment meetings and TAF meetings. She supports Helen Smith (SENCO) during the meetings, by sharing her first-hand knowledge of the children and further strengthening relationships with the families of our vulnerable children, children on the SEN register or who attend nurture groups. This enables Morgan to gain a better understanding of the children and therefore improves our SEN provision.

Helen ensured that all staff received in-house training on CPOMS. CPOMS is an online system used to log information about children (Child Protection Online Management System). The training provided an update for all non-teaching staff so they are familiar with the process of logging incidents and locating information. This includes information about our SEN children and vulnerable families.

Following a visit from a specialist behaviour teacher, Helen also invited two specialist teachers into school to lead one of our SEN staff meetings. The teachers supported Helen during the Autumn Term and they observed some of our children and provided advice on how to support some of our pupils who were not responding to our behaviour policy. The strategies are working well and the behaviour for learning of the children using the new resources and strategies is beginning to improve. The staff meeting provided our staff with an insight into Autism and sensory processing. Practical ideas about how to support children with Autism and / or challenges with sensory processing were shared. Teaching assistants were invited to attend too. Helen will cascade this information to the other teaching assistants during one of our Spring Term CPD sessions.

This term, Helen intends to provide in house training for non-teaching staff on the Boxall Profile and SEN interventions/ impact.

Helen continues to build on the success of the half termly SEN forums to provide opportunities for parents of children with SEN to be kept informed about developments in SEN and provide opportunities to pose questions about SEND within school and network. During the second half of the Autumn term, the focus for the forum was PIVATS 5 PSED and how we use the resource to support children in school. In the first half of the Spring Term, Helen shared information with parents about sensory processing issues and Autism. The parents have requested information on transition for SEN children and also more information about attachment. Helen will cover this before the end of the academic year.

Teachers and teaching assistants are using the PIVATS 5 PSED materials to support children with social, emotional and behaviour needs. This is evident on IEPs (Individual Education Plans).

Our specialist inclusion teacher, Lynne Crook, continues to work alongside Helen, the teaching and non-teaching staff, to offer vital support. She also offers advice to the parents of those pupils who require her support and she provides an opportunity for parents to discuss assessments, reports and strategies with her face to face.

Finance

The 2021/2022 budget was set in March 2021 with an anticipated level of balance at £115,509.

Financial Information	Expenditure on target	Anticipated level of balance-year end
Autumn	Yes	£97,093
Spring	Yes	£106,882
Summer		

The monitoring report for the autumn term which was reported in the spring term resources meeting gave an estimated carried forward of £106,882.

The main reason for the savings between the autumn term and the spring term (£9789) is a saving in learning resources. This is the sports grant which will be carried forward to the new financial year. Governors are aware that spending of this money needs to be fully utilised by 31.07.2022.

Savings in other parts of the budget have been offset with overspends elsewhere. For example, a saving on premises staff due to the site supervisor finishing his employment with school has caused an overspend on the cleaning and caretaking cost centre due to cleaning company taking on this role.

Quality of Education

Data: autumn term 2020/21 HEADLINES

- Standards have been affected by reduced education during the Covid-19 Pandemic. However, our internal tracking shows increased % of pupils achieving the expected standard at the end of the autumn term 2021/22 compared to the end of the summer term 2020/21. We believe this is due to quality first teaching and same lesson/ day intervention as well as more formal interventions we have in place.
- 100% of our current year 2 pupils passed their Phonics Screening in November 2021.
- Our current year 6 cohort are on track to achieve significantly above national average (if this remains at a similar standard to previous years) in all areas and at both the expected and higher standards. We expect the value added to remain 'average', partly due to the high standards achieved by this cohort in KS1 and partly due to the significant reduced education during the Covid-19 Pandemic.

Key groups

SEN (representative of 16 children- no March data for 1 child/ 1 child has since been added to the register)

Our internal data showed:

Reading: ¼ of SEN children (4 children) made as much progress as our non-SEN children and ½ (8 children) made at least 3 terms progress over a period where 4 terms would be deemed expected progress.

Writing: more than ½ (9 children) made at least 3 terms of progress.

Maths: ¾ of SEN children (12 children) made at least 3 terms progress, with two of the children making more progress than that expected- 5 terms.

Pupil Premium (representative of 18 children- no previous data for 2 children in reception/ no March data for 1 child)

- More than ½ made at least 3 terms of progress in reading (11 children), writing (10 children) and maths (12 children).
- 8 children made at least 3 terms progress combined.

Statutory data- 2019

KEY STAGE 1	Expected +	GDS
Reading	86.7%	36.7%
Writing	83.3%	26.7%
Mathematics	83.3%	36.7%
Year 1 Phonics	93.3%	
EYFSP GLD	76.7%	

KEY STAGE 2	Expected +	GDS
Reading	84.6%	38.5%
Writing	88.5%	50%
Mathematics	92.3%	38.5%
RWM combined	80.8%	26.9%
GPS	84.6%	46.2%

Continued Professional Development (CPD)

Our 2021/22 (financial year) budget was £8,256 and as at 1st March we have spent £7,024 (85%).

In addition to the training received or to be received (see below) since my previous headteacher report, Lucy Cross (English leader) and Hannah Coupe (history leader) have contacted colleagues at St Anthony's Catholic Primary School; Emma Threlfall (computing leader) has met with Rob Musker (LCC Teaching and Learning Consultant); Rebecca Slattery (French leader) met with the MFL leader at Archbishop Temple High School and observed lessons; Penny Todd (maths leader) has met with Simon Rusling, our National Maths Hub contact, all to support and guide their subject leadership.

Our school advisor (MT) has also worked with Hannah Lemmings and Mel Begbie during a 'deep dive' into EYFS and again with Lucy Cross and Hannah Coupe during a 'deep dive' into reading and phonics.

Miss Lemmings

- Being Ofsted ready
- ASSESSMENT: EYFS Updates- To support end of year judgements

Miss Threlfall

- Revolutionise behaviour
- Inspecting online safety

Mrs Coupe

- ASSESSMENT: Year 2 Understanding the Assessment Procedures 2021/22
- Red Rose Letters and Sounds
- Geography subject leader network meeting
- New to Primary History Subject Leadership

Mrs Todd

- National Maths Hub 'Readiness' programme (multiple sessions)

Mrs Slattery

Mr Brooks

- PE APP

Mrs Loughran

- Being an effective Science leader (2 sessions)

- Abacus Maths Hub Primary Work group (5 sessions)

Miss Cross

- ASSESSMENT: Access Arrangements for end of KS2 (1:15-4pm)
- Year 6 Assessment Procedures (online)
- Subject Leader Network meeting

Miss Smith

- RE Coordinators Day conference
- SENDCO SEMINAR- Spring Term - Promoting Inclusion, Preventing Exclusion

Mr Booth

- ASSESSMENT: KS2 Access Arrangements (8:30-10am)
- HT Forum (North)
- Online Safety LIVE
- Lancashire Schools Safeguarding: DSL Drop-in
- Kidsafe UK

Mrs Garner

- Attendance

Our teaching assistants have continued to receive half termly in-house CPD, delivered by our teaching staff. This academic year our teaching assistants have received training on CPOMS, Autism, SEN and Sensory Processing, reading and how to upload information to our school website. Further sessions have been added to the calendar for the remainder of this academic year. Many of our teaching assistants have also received external CPD and have been encouraged to keep abreast of training that meets their role requirements and needs.

Behaviour and Attitudes

We believe the behaviour of children at our school to generally be outstanding. Children follow our school rules as well as those set within their own classrooms. When behaviour is not deemed appropriate, it is dealt with in-line with our school behaviour policy. Children who display more challenging behaviour have their own individual behaviour system, as advised by specialists, to support positive behaviour.

Exclusions

One child in year 3 has been excluded three times this academic year (06.09.21/ 15.09.21/ 01.03.22). Two occasions for physical violence towards school staff and one towards another pupil. One of these exclusions was for 2.5 days, another for 1.5 days and the third for 0.5 days.

Behaviour displayed recently has significantly improved, outbursts are much less often and when they do occur, they are much less violent and take less time for him to self-regulate. The child is spending more time learning in the classroom. His days have also recently lengthened due to his dad's new job- he now attends breakfast and after school club on most days.

Racist incidents

2020/21

There were 2 separate racist incidents reported and recorded (on CPOMS) last academic year although one of these could not be proved and was denied by the perpetrator. These incidents were dealt with in-line with our school behaviour policy.

2021/22

No reported racist incidents to date.

Bullying

2021/22

Incident 1

Bullying behaviour has been observed from ** in year 5. We do not believe ** is bullying any one individual but is displaying bullying behaviours towards some of the girls in year 5.

Incidents start on 9/9/21 and have been recorded on CPOMS and on a separate 'Microsoft Word' document. Our school behaviour policy has been followed when putting consequences in place for each incident.

Actions

- Staff in year 5 aware of the incidents and bullying behaviours. Staff on duty also made aware (during TA briefing on 10th Jan 2022) and asked to keep a close eye on **.
- Meeting arranged with ** mum for 13/12/21. Mum cancelled and informed she would be unable to meet until the new year- new date set for 11/01/22.
- I met with PC Chris Banks, our local Police Officer. The outcome of the discussion was for me to send a referral into Chris, regarding these behaviours. We arranged for Chris to come and talk to all year 5 children re behaviour, bullying, age of criminality- 17/01/22.
- HS (DHT) and I met with ** mum and dad on 11/01/22. The outcome was that if any further incidents of the nature of those previously reported, occur and can be proven again, then ** will be suspended.
- Chris Banks, and Julie Anyon, our local PSO, talked to our year 5 cohort on 17/01/22.

Incident 2

**, year 4, has been accused, by the parents of **, year 4, of bullying. There have been two recent incidents (9/12/21 & 4/01/22) involving ** and a group of boys and ** in which ** has admitted his role. There are 3 other historical incidents involving ** and **. Our school behaviour policy was followed when putting consequences in place for both recent incidents.

Actions

- Miss Smith and I contacted parents/ carers of all boys involved to explain what had happened and their child's role in both incidents.
- Miss Smith and I met with ** parents (5/01/22) to inform them of this bullying accusation and that we felt that they had a case. I explained that ** was on his final warning before he would be temporarily excluded if there was another incident involving him and **.

Personal Development

Our head boy and girl and their deputies have supported school in numerous ways since their appointment, including showing prospective parents around school and supporting our parents' evenings.

We continue to provide opportunities for children to develop their leadership skills by standing in front of their peers- in class, in the hall as part of assembly or worship, in Church, to read, present, sing, dance or perform.

We will be entering a team of three year 5 children into the Public Speaking competition that Longridge High School are leading towards the end of the summer term.

Educational Visits- since my previous HT report

Date	Year	Visit	Objectives
9.12.21	Whole school	PANTOMIME	Enjoyment!
1.03.22	2	Brockholes Nature Reserve	1. To explore different habitats in a local nature reserve. 2. To learn about minibeasts and microhabitats out of the school grounds.
11.03.22	3	Manchester Science and Industry Museum	To be confirmed

- Reception, year 3 and year 6 have all been on local walks, with a focus linked to the curriculum.
- Year 3 have visited the Grimsargh Wetlands.
- Year 2 and 6 have visited St Michael's Church as part of their religious education studies- Reverend Neil led these sessions.
- We have also continued to enter all inter-school sporting opportunities.
- Year 5 are involved in the 'Let's Go Sing' project.
- Children in our reception class and our year 1 and 2 classes performed their nativities in St Michael's Church and on stage in our school hall for their families at Christmas.
- Children in year 3 and 4 performed on stage wk beginning 21st March for their production.

Early Years Foundation Stage

- We have 30 children in our reception class, with a class teacher and a full-time teaching assistant.
- We have recently had an appeal declined for a further child's place.
- The Reception Baseline Assessment (RBA) was completed in September 2021.
- The end of autumn term data showed an increase in the % of children 'on track' to achieve the standard expected at the end of reception in 11 of the 17 Early Learning Goals (ELGs); 3 remaining equal and 3 slightly decreasing.
- Phonics is taught to all children.
- Historically, children have entered our school working above the age-related expectation when baseline assessments have been carried out.
- End of year data has been above local and national data for the last 2 years that data has been recorded (2017/18 and 2018/19).
- Our school advisor recently worked with Miss Hannah Lemmings (class teacher) and Miss Begbie (class teaching assistant) to conduct a 'deep dive' into Early Years. This was an extremely positive process and one which highlighted many positives.
- We are currently looking to appoint a 0.5 teaching assistant to further support the children

Premises Management

- The school hall floor has recently been sanded and re-varnished (February half-term). The surplus funds from the school hall roof project were used to complete these works.
- Our reception class carpet has been replaced by a wood effect floor- works carried out during February half-term.
- We have an LCVAP bid in for the flat roofs (KS1 corridor)- we should be notified next month (April) of the outcome.
- Cassidy and Ashton are going to tender for various outdoor works:

- Re-tarmacking half of the playground- this includes removing the curb and hopefully improving the drainage.
- Putting drainage on the school field next to the path near to the outdoor classroom.
- Providing a new structure, including substantial and water proof roof, for the 'God's Creation' area.

We have had one quote for the above works which came in at approximately £25,000.

KOGS- Now Discovery Vine

Discovery Vine took over the nursery and breakfast and after school clubs on January 4th 2022. They are currently using the both the nursery building and the school hall.

KOGS has been dissolved with funds to be transferred over to the school Barchester account. These funds will be used to renovate the current building to utilise the floorspace- the plan is for this to go ahead over the summer holidays 2022. We are currently working on the final design for the inside of the building before Cassidy & Ashton go out to tender.

Impact

- School staff can now focus solely on the interests of school.
- We can continue to provide nursery care.
- We can create outdoor provision for nursery and early years that remains separate.
- Additional child places available in breakfast and after school club.
- Improved resources and facilities for children attending nursery and breakfast/ after school club.