

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 2023/24 (February)**

Welcome to the spring term report.

***Please note that all highlighted information is new information for this spring term report.**

Leadership and Management

Context of the school

Grimsargh St Michael's is a one form entry primary school with 206 pupils on roll, of which 115 are boys and 91 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 (6 pupils). A below-average proportion of pupils have a special educational need (20 pupils) and a below-average proportion of these 17 pupils have an Educational Health Care Plan (3 pupils). The proportion of pupils supported through the pupil premium is below average (23 pupils). The pupil premium is funding for those pupils who are known to be eligible for free school meals (13 pupils), pupils from service families (3 pupils) and those pupils that are looked after, including those post looked after (7 pupils post looked after/ special guardianship order).

Numbers on Roll	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Autumn	30	30	30	29	31	30	29	209
Spring	30	30	30	27	31	30	29	207
Summer								

Mobility

2022/23

Inward

Pupil (AS) joined in year 5- October

Pupil (V R A) joined in year 4- January 23

Pupil (CL) joined in year 2- April 23

Pupil (SL) joined in year 2- May 23

2023/24

MC joined year 4- Sept 23

JD joined reception- Dec 23

AA joined reception- Feb 24

Outward

Pupils taken off roll:

2022/23

Year 4 pupil transferred to new school (01/09/22)

Year 2 pupil moved out of the area (16/09/22)

Year 4 pupil moved out of the area (16/09/22)

Year 5 pupil moved out of the area (16/12/22)

Year 2 pupil moved out of the area (Australia- 6/01/23)

2023/24

Year 3 pupil moved out of the area (1/09/23)

Reception place not taken up- confirmed Oct 23

Year 3 pupil home schooled- Dec 23

Reception pupil moved school- Dec 23

Year 3 pupil moved school- Dec 23

Safeguarding and Child Protection

- Stuart Booth, Headteacher, is the Designated Safeguarding Lead.
- Helen Smith, deputy headteacher and SENCo, and Lucy Cross, Key Stage 2 Leader, are the school's deputy Designated Safeguarding Leaders.
- Stuart Booth attended DSL training (18th October 2022); Helen Smith DSL training (8th July 2021); Lucy Cross DSL Training (1st December 2022).
- Safer Recruitment Training- headteacher (Nov 2020); deputy headteacher (Sept 22).
- Prevent Training- headteacher and deputy headteacher (Sept 22) and all staff (May/ June 2023).
- All school staff received Level 1/Level 2 Safeguarding and Child Protection Training- Sept 2023. New staff receive this as part of their induction.
- Online Safety training delivered, to all school staff, by Rob Musker, teaching and learning consultant, on 2nd September 2022.
- Mr Wayne Bretherton (Chair of Gov) is our safeguarding governor; Mr Jonny Galbraith is our online safety governor.
- Termly Safeguarding meetings between the head (DSL), deputy headteacher and key stage 2 leader (DDSLs) and the safeguarding governor.
- CPOMS (Child Protection Online Management System) used to record all safeguarding and child protection concerns. All teaching assistants have received in-house CPOMS training from the school SENCo.
- Emma Threlfall (year 1 class teacher) is our Computing and Online Safety leader. Emma met with Rob Musker, (Teaching and Learning Consultant for Computing including Online Safety) to develop our Computing Curriculum.
- Online Safety has a regular segment in our weekly school newsletter.
- Staff lanyards include key Safeguarding contact details on the reverse.
- 'Volunteer/ Visitor Safeguarding Guide' available from the school office and on our school website- handed out on arrival and as necessary.
- Our school website contains a 'Safety' tab which includes information to support parents/ carers in all areas of safeguarding.
- The 157/175 audit completed and all actions not recorded as 'fully met' form Safeguarding focus.
- The '360- degree safe online safety self-review' tool is currently being used, section at a time to support our school action plan.
- Filtering and virus protection is carried out via 'Exa Networks- SurfProtect', the school has control of assignments and filtering policies, excluding categories that are deemed inappropriate by default.
- Online activity of staff, children and visitors to school is monitored by Securus. The Securus software proactively monitors typed or viewed words and phrases, capturing and alerting our Designated

Safeguarding Lead (DSL), deputy DSLs and computing leader to any potential inappropriate content or behaviour.

- New I-pads (x30) now password protected.
- Safeguarding Audit requested by school, to further enhance our systems and procedures, and conducted by Lancashire County Council (June 6th 2023)- outcomes received and actions to be carried out to further enhance our Safeguarding systems and procedures.
- **Stuart Booth attended the Online Safety Live training- 23rd Jan 2024.**

IMPACT

- Staff receive quality professional development, both internally and externally, to support quality first teaching and effective subject leadership- subject leadership strengthened.
- By strengthening links, governors have increased knowledge and understanding of our vision and of our school improvement priorities. They are in a better position to support and challenge.
- Staff feel valued through regular and clear lines of communication and through the appraisal process which is in place for all school staff.
- Our pupils feel safe at our school- **99% of parents at least 'agree' that their child feels safe at our school** (Ofsted Questionnaire- Friday 6th May 2022).
- Through training and regular communication, including via our school newsletter and website, staff, parents/ carers and governors have an increased awareness of the importance of Safeguarding our pupils.
- Visitors and volunteers are provided with our 'Safeguarding Guide for Visitors and Volunteers' on arrival.
- **All year 6 pupils and a large majority (83%) of year 4 pupils say that school helps them to feel safe when online (PAQ 2022/23)**
- School to school support, through our local primary cluster, to support accurate external moderation of writing in year 2 and 6.
- Cluster support meetings for all EYFS class teachers, SENCOs and Business Managers as well as subject leaders.
- Headteacher and Deputy Headteacher attend the HT and DHT termly forums to ensure they are aware of all new messages.
- Our 'Well-being Charter' outlines how leaders support staff with their well-being.
- Staff feel supported with their well-being (outcomes from the Staff Well-being survey- (2nd June 2023):
 - **93% (14/15) agree/ strongly agree that they would be well supported by a member of SLT, if they had concerns about their mental well-being.**
 - **'Workload is part of my role. I feel 100% supported and valued. Leadership of the school under Mr Booth has never been stronger. I feel that the well-being of all staff is considered at all times.'**

CPOMS Incident Report (4th September to 20th October)

*Please note that after attending Safeguarding training, we edited our CPOMS categories.

Category	Number of incidents	
	4 th Sept to 20 th Oct	30 th Oct to 22 nd Dec
Attendance	1	2
Behaviour incidents	59	24
CAF/ TAF/ Early Intervention	44	
Level 2 Early Help		34
EAL	6	2
Emotional well-being	63	18
Home issues	7	16
Medical	34	8
Nurture	26	7
Online safety	3	0
Parental Contact	105	42
Cause for Concern		4
Physical Abuse		2
Emotional Abuse		0
Neglect		0
Sexual Abuse		0
Safeguarding	0	5
SEN	78	55
Bullying	0	0
Child Protection	0	0
Encompass	0	1
Racism	0	1
Harmful Sexual Behaviour	0	0
Total	177	119

Children's Services/ Social Care**Referrals to DSL**

From January 2021

Date of referral to DSL	Services involved
23.07.23	Op Encompass Referral Sexual Activity with a child family member (not a child at our school- cousin of)
19.03.22	Op Encompass Referral Causing intentional harassment, alarm or distress
08.02.22	Op Encompass Referral Domestic Abuse
24.11.21	Mash call re GP appointment with AS
27.09.21	Op Encompass Referral DV
03.09.21	Op Encompass Referral Neighbour raises concerns for pupils
12.07.21	Safeguarding Helpline Social Worker Lorraine Scott via CAF
2.05.21	Op Encompass Referral DV
16.05.21	Op Encompass Referral Sending letters etc with intent to cause distress or anxiety
21.07.20	Op Encompass Referral Domestic Abuse Investigation

Attendance

2022/23

We aim for a minimum attendance of 96.4%, as stated in our school Attendance Policy.

Attendance	Current Attendance	Authorised Absence	Unauthorised Absence
Autumn	97.0	2.8	0.2
Spring	96.4	3.1	0.5
Summer	96.2	2.3	1.5
OVERALL	96.6	2.7	0.7

2023/24

Attendance	Current Attendance	Authorised Absence	Unauthorised Absence
Autumn	99.4	0.46	0.14
Spring			
Summer			
OVERALL			

School Priorities for Improvement 2023/24

*See RAG rated SIPs for progress towards these priorities.

Priority 1: Curriculum	To monitor the impact of our GSM mastery curriculum in all year groups and for all pupils to support the raising of standards in all subjects.
Priority 2: Reading	To develop a rich reading environment, with deeper vocabulary understanding, that supports pupils progress in reading and writing across the school community
Priority 3: Diversity	To further embed the pupils's understanding of diversity to ensure all pupils value uniqueness.

Priorities (linked to Ofsted Framework)

- **QUALITY OF EDUCATION:** See above- SIPs 1 and 2
- **BEHAVIOUR AND ATTITUDES:** To create a safe, calm, orderly and positive environment which permeates into the behaviours and attitudes of all pupils.
- **PERSONAL DEVELOPMENT:** To support and provide opportunities for our pupils to become confident members of our school and society.
- **LEADERSHIP AND MANAGEMENT:** Subject leaders to conduct thorough monitoring to support the raising of standards across all subjects (SIP 1)

- **EARLY YEARS:**

Additional School Improvement Priorities

- **CHRISTIAN LIFE AND RE:** See above- SIP 3
- **PREMISES MANAGEMENT:** To enhance our sustainability by ensure heating is not unnecessarily lost through our main three entrances/ exits.

Performance Management

- All class teachers and school business manager had their appraisal with the headteacher before the October half-term 2023.
- All teaching assistants had their appraisal during the autumn term.
- The school admin officer had her appraisal with the school business manager.
- HT appraisal completed

Subject Development Plan Priorities

Subject	Leader	INTENT	Link Governor
English	Lucy Cross	To develop a rich reading environment, with deeper vocabulary understanding, that supports pupils progress in reading and writing across the school community.	Greg Lindley
Maths	Penny Todd	Allow pupils to acquire a deep and meaningful knowledge that will prepare them for life beyond school.	Will Clarke
RE	Helen Smith	To ensure that our RE syllabus reflects our vision, with pupils developing an understanding of our big ideas for RE (empathise, reflect and react) and a better understanding of different faiths, valuing uniqueness.	Rev Andy Williams
PSHE	Lucy Cross	To aim for wider cohesion of PSHE across the curriculum driven by key, unique curriculum drivers.	Greg Lindley
Science	Erin Reeve	To implement that new science 'White Rose' scheme of work ensuring that the golden threads are woven through our Science curriculum allowing the pupils to encounter meaningful and authentic learning in Science.	Jonny Galbraith
PE	Terry Brooks	To increase the confidence, knowledge and skills of all staff in teaching PE and sport.	Will Clarke
History	Hannah Coupe	To focus on the progression of historical knowledge and embedding knowledge through a concept driven curriculum.	Sarah Locker
Geography	Hannah Coupe	To focus on the progression of geographical knowledge and embedding knowledge from EY to Year 6.	Sarah Locker
Art & Design	Mandy Jewitt	To foster a love of art in our pupils to promote positive wellbeing. We aim to equip our pupils with cultural capital through an intellectually challenging & creatively demanding curriculum. Authentic engagement with a diverse range of artists, will encourage our pupils to be resilient young artists who employ our three 'Big Ideas' to create amazing art.	Martin Garry
Design & Technology	Mandy Jewitt	To create 'Agents of Change' through our rigorous and practical DT curriculum. We want our pupils to be creative thinkers and problem solvers, so we give them opportunities to develop the skills they need to solve real and relevant problems in a variety of contexts through our three 'Big Ideas'.	Martin Garry

Music	Hannah Lemmings	To develop more diversity in our music teaching so that pupils learn about a range of diverse musicians, genres and styles and to create links with the community in terms of musical performances and workshops.	Liz Wallace
French	Rebecca Slattery	To ensure that learning within French is embedded in the three Big Ideas for French, phonics, grammar and communication.	Neil Maudsley
Computing	Emma Threlfall	To create and implement an engaging and well-rounded Computing curriculum which enables pupils to be confident in the use of equipment, software and safe use of the internet, via progressive work on online safety.	Jonny Galbraith
SEN	Helen Smith	To ensure that SEN provision incorporates our five golden threads, meets the needs of all pupils on our SEN register and the systems and procedures are child friendly.	Wayne Bretherton

Staff List

Senior Leadership Team	Mr Stuart Booth Miss Helen Smith Miss Lucy Cross Mrs Hannah Coupe Mrs Lindsay Garner	Headteacher Deputy Headteacher KS2 Leader KS1 Leader School Business Manager
Reception	Miss Hannah Lemmings Miss Melissa Begbie Miss Ghazala Bibi	Class teacher Teaching assistant Teaching assistant (1:1 support mornings)
Year 1	Miss Emma Threlfall Mrs Jacky Costas-Walker	Class teacher Teaching assistant (Mon/ Tues)
Year 2	Mrs Hannah Coupe Mrs Helen Hemmings	Class teacher Teaching assistant
Year 3	Mr Terry Brooks Mrs Joanne Rutherford Mr Nick Johns Miss Morgan Walwin-Holm	Class teacher Teaching assistant (mornings) Teaching assistant (small group support- mornings) Teaching assistant (small group support- afternoon)
Year 4	Mrs Penny Todd Mrs Rebecca Slattery Mrs Jennie Lock	Class teacher Class teacher (Thurs) Teaching assistant
Year 5	Miss Erin Reeve Mrs Sharon Wane	Class teacher Teaching assistant
Year 6	Miss Lucy Cross Mrs Kerry Giddins	Class teacher Teaching assistant
	Miss Morgan Walwin-Holm	Learning Mentor
	Mrs Lindsay Garner, Mrs Emma Dewhurst & Mrs Elspeth Towers	Office staff

	Mrs Sharon Wane and Mr Rob Wane	Site supervisors
	Mrs Sarah Hall & Mrs Diane Singleton	Kitchen staff

SEN

SEN	Pupils with additional provision	EHCP	Total
2022/23			
Autumn	17	4	21
Spring	19	4	23
Summer	21	5	25
2023/24			
Autumn	15	3	18
Spring	18	3	21
Summer			

- **10%** of children are on the SEND Register. This is slightly below the Lancashire average (11.3%) and slightly below national averages (13%).
- **1.4%** children in school have Education Health Care Plans (EHCP). This is above the Lancashire averages (1.3%) and below the national average (4.3 %).

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

- Emotional First Aid Plans
- Targeted Learning Plans
- Emotional Literacy Support from our school learning mentor
- Regular support from our specialist SEND teacher Amira Helm, speech and language therapists, counsellors, educational psychologists, Reach Behaviour, Cre8tability and the Children and Family Wellbeing service.

All staff use CPOMs to log incidents and access information.

Stuart and Helen updated the categories on CPOMS in line with advice from a safeguarding course. Staff benefitted from an update on the categories and also received an update on the best way to log incidents.

EAL

- Helen Hemmings support Helen Smith in this area: Assessing the EAL children, attending cluster meetings and supporting colleagues, parents and children.
- The Department for Education (DfE) records a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English'.
- Parents were informed about the DfE definition for EAL in the Autumn Term 2023, to enable us to access as much funding as possible for our EAL children.
- The EAL funding is allocated on the data collected for the Autumn Term Census.
*According to the data gathered from parents in Autumn 2023, 20 children (9.6%) are considered to be EAL (national average of 20.2%).
- At the end of the Autumn Term (before he moved on), Ben Fletcher ensured that the teachers and TAs were familiar with the EAL targets for children in their cohort and provided internal CPD during a staff meeting to ensure that the class teachers are familiar with the location of the electronic assessment materials for EAL on the server.
- During the first half of the Spring Term, Helen Smith attended training with the Lancashire Library Service and also collected a selection of library books (on long term loan) for our EAL learners and

their families. Some of the texts are dual code, others are accessible texts to support English vocabulary acquisition for our EAL learners. For example, Usbourne's First 1000 Words.

Speech and Language

Delays in speech and language development in the early years can be a barrier to learning.

- WELCOMM intervention in the Reception class started in the first half of the Spring Term. 6 pupils will benefit from this (One at section 7, 5 at section 8).
- Helen Smith assessed eight children in Year 1 and 2 using the Key Stage One Talk Boost Assessment tool. Two Year One children and three Year 2 children started the Talk Boost intervention in the second half of the Spring Term.
- Four Year 3 children are benefiting from Talk Boost intervention with Morgan Walwin-Holm.

Lego Therapy

Lego therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. While initially developed for children with autism, LEGO-Based Therapy has since been found to benefit children with a variety of communication and social developmental difficulties. It promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills.

Teaching assistants continue to facilitate the delivery of Lego Therapy Sessions in all classes.

Nurture

- Our nurture provision is currently on hold because our learning mentor, Morgan Walwin-Holm, is currently working closely with a group of three year 3 children who are benefiting from an integrated timetable and small group interventions support them with their speech, language and communication but primarily, their social emotional, behaviour and mental health targets.
- Morgan works closely with Helen Smith to meet the needs of this group and incorporate advice from specialists (Reach Behaviour, EPs and our specialist teacher).
- Nick Johns joined the staff team in the second half of the Spring Term. He is working closely with Helen Smith and Morgan Walwin-Holm as he develops relationships with the children he supports in Year 3 and Year 5 and familiarising himself with their targets, intervention materials and structure of the integration timetables.
- Nick Johns is also trained as an Emotional Literacy Support Assistant (ELSA).
- The school nurse, Amira Helm, specialists from Reach Behaviour and the Education Psychology department continue to work closely with Helen, parents, teachers and teaching assistants to support the children with social, emotional and/ or behaviour needs.
- After a few years without a Community Senior from the Children and Family Wellbeing Service, Nicola Carroll has introduced herself to Helen and Stuart and they met with her in February to establish the best way to access support and Helen then outlined the nature of the needs of seven children in school, who will benefit from support. Helen has completed the referrals.

Progress

- Monitoring the progress of our SEN children is ongoing.
- The Headteacher and Deputy Headteacher meet with all class teachers at the beginning of each term for pupil progress meetings and detail about current interventions is updated and shared with all staff. This information, alongside internal assessment data, is used to gauge the impact of the interventions over time.
- Helen works with the class teachers and parents to ensure that children's SEN targets are reviewed at least termly on an assess, plan, do, review basis.
- Helen conducted pupil voice questionnaires with our EAL, Pupil Premium and SEND children and presented the findings to SLT and out school advisor (see separate attachment).

- Helen prepared a document outlining achievements of our SEND children in all subject areas. Subject leaders have a copy of this information (Spring 2) so they can liaise with class teachers and teaching assistants regarding the best way to make adaptations for the SEND children.
- Helen is working with class teachers to ensure that all children on the SEND register who are not working at the expected standard are assessed against the PIVATs (Performance Indicators for Valued Assessment and Targeted learning) to enable their progress to be tracked and class teachers/ TAS to meet the needs of the children.

Reading

Lancashire Better Reading partners continues to run in Key Stage two and children on the program benefit from intensive reading support.

Maths

- Class teachers and TAs use intervention time for gaps teachers identify rather than a set 'scheme'.
- Teachers have been asked to use the 'ready to progress criteria' as recommended by Simon Rusling.
- Penny Todd, maths leader, has ensured that the TAs are familiar with the resources for this.
- Intervention time is also used for a pre-teach. TAs are directed by the class teachers as our focus is turning to formative assessment and assessment for learning.

Specialist teacher

- Our specialist teacher, Amira Helm, from Strive Send, continues to work with our SEN children, their teachers, teaching assistants, parents and Helen Smith. She works for three hours each fortnight.
- Amira assesses pupils, supports staff, provides internal CPD for staff and when needed, she offers advice to the parents regarding assessments, reports and/ or strategies.

Emotional First Aid Plans

- Following advice from specialists, we have introduced Emotional First Aid Plans, formerly Behaviour Improvement Plans, to support four children with quite specific emotional needs. The plans outline typical behaviour when the children become distressed and outline strategies and targets in this area.

Communication with parents of children on the SEND register

- Helen continues to offer parents the opportunity to meet on the same day they meet the class teachers for the parent consultations.
- Helen provides opportunities for parents of children with SEND to be kept informed about developments in SEND at the termly forum.
- Parents and carers are given the option to discuss the targets and provision detailed on Targeted Learning Plans each time they are evaluated/ updated.

Finance

Financial Information	Expenditure on target	Anticipated level of balance-year end
Spring 2023	New Budget 23/24	£48,307
Summer 2023	Yes	£56,223
Autumn 2023	Yes	£62,912

The 2023/2024 school budget was set by governors with an in-year deficit of £27,466. As we had reserves carried forward £75,773 from 2022/2023, this then made an estimated carried forward figure for 2023/2024 of £48,821.

The monitoring report has been completed up until the end of December 2023 and we estimate that £62,912 will be brought forward at the end of the financial year. This is due to an increase in catering income as Discovery Vine are now offering nursery children a school lunch which has proved to be successful. We have also received a credit from the supply insurance.

The budget setting for 2024/2025 will take place during the spring term 2024. This poses another challenge for governors as it is estimated that we will be setting another deficit budget of -£55,677. All areas of spending and income generating opportunities will have to be carefully considered to reduce the deficit.

Quality of Education

IMPACT

- Subject leadership has strengthened over the past 18 months in particular. This has primarily been done through ensuring all staff, including teaching assistants, receive relevant, high quality CPD through Lancashire County Council training courses, within staff meeting, through staff appraisal, cluster moderation, links with experienced subject leaders in other schools, and through discussion with senior leaders and our school advisors.
- Progression of knowledge/ skills documents for each subject, which can be found within the Curriculum section of our website, have been planned and sequenced to ensure pupils build upon prior learning and end points are clearly worked towards.
- Parents/ carers more aware, and thus knowledgeable, as to 'how' phonics is taught in school after observing class teachers from reception and year 1 delivering sessions.
- Our reading books are all matched accurately to the correct phonics phase each pupil is learning.
- Through our engagement with the National Maths Hub, our maths subject leader has become a specialist in this area and has the knowledge, understanding and expertise to lead our school effectively. All class teachers have received some form of CPD, whether through training sessions or observations of specialist maths hub teachers and some of our teaching assistants, identified by our maths leader and headteacher, have received a series of training sessions. The impact of this is a better quality of maths education for all our pupils.
- We were successful with our application for the School PE and Sport GOLD Mark and achieved this for the second consecutive year.
- Through discussion with our pupils, they tell us that they enjoy learning and relish the wider opportunities, such as having visitors in class/ school, going on educational visits linked to carefully chosen educational topics, including visits to St Michael's Church and local walks and opportunities to represent school sports teams. Our school intent is to ensure such experiences are part of what we offer to all pupils at Grimsargh St Michael's and our teachers are focused on ensuring this is part of the planning process.
- 93% of parents at least 'agree' that their child does well at our school (Ofsted Questionnaire- 6th May 2022)
- All year 6 and year 4 pupils feel that the school helps them to remember things they have been taught (PAQ 2022/23)
- All year 6 pupils and a very large majority (90%) of year 4 pupils find learning in school is interesting (PAQ 2022/23)
- All year 6 pupils and a very large majority of year 4 pupils (92%) feel that the teachers expect them to work hard (PAQ 2022/23)

- All year 6 pupils and a very large majority (96%) of year 4 pupils feel that their teachers help them to understand their work (PAQ 2022/23)
- Data from 2018/19 (pre- pandemic) showed that pupils made good progress during KS2, with ‘average’ value added in reading and mathematics and ‘above average’ in writing.
- Data from 2021/22 (post-pandemic) showed that pupils achieved significantly above the national average in reading, writing, maths, combined and in GPS at both the ‘expected’ and ‘higher’ standards at KS2. Pupils made ‘average’ value added in reading and writing but made value added comparable with the top 20% of schools nationally in maths. Data shows that our pupils achieved above ‘similar schools in Lancashire’ in all areas at KS2, and in most cases, significantly above.
- Data from 2022/23 showed that pupils achieved above the national average in writing, maths, combined and in GPS, and in line with national for reading.

2022/23

EYFSP Results: At Least Expected	No of eligible pupils Good Level	Good Level Development (% At Least Expected in Prime/Literacy and Mathematics)	Average Total Points	Prime Areas (% At Least Expected in Prime Areas)
School	30	67		77
Lancashire				
England				

- 80% of year 2 pupils have passed the phonics screening (June 23). Two pupils from Hong Kong joined our school late during year 2 and just before the KS1 SATs and Phonics screening had to be administered. One child on the 17th April 2023 and the other on the 22nd May 2023. Neither child or family can speak English well. Would be 86% not including these two pupils in the data.
- 83% of year 1 pupils passed the phonics screening in June 23 which is higher than the national average of 79%.

Key Stage 1	Expected standard + National	Expected standard + School	Higher standard National	Higher standard School
Reading	68	70 (75)		13 (14)
Writing	60	63 (68)		3 (4)
Mathematics	70	73 (79)		10 (11)
Combined		60 (64)		0

*The results in brackets (year 2 phonics and KS1 SATs) have been calculated out of 28 pupils rather than 30. Two pupils from Hong Kong joined our school late during year 2 and just before the KS1 SATs has to be administered. One child on the 17th April 2023 and the other on the 22nd May 2023. Neither child or family can speak English well.

Key Stage 2	Expected standard + National	Expected standard + School	Higher standard National	Higher standard School	Value Added	Scaled score National	Scaled score School
Reading	73	73		37	-1.1	105	106
Writing	71	80		13	-1.2		
Mathematics	73	83		23	-0.9	104	105
Combined	59	70		10			
GPS	72	90		47		105	108

In this year 6 cohort, 7 pupils had a SEN plus 2 others had an EHCP (this was the most of all classes in school)
19 pupils with a SEN across school and 4 with an EHCP

Continued Professional Development (CPD)

Our 2023/24 (financial year) budget is £7,081. This budget has been fully spent.

Autumn CPD (External)

Staff	CPD
Stuart Booth	<ul style="list-style-type: none"> • Equity, Diversity and Justice Day Conference 1 • HT Conference • Safeguarding Conference • HT Forum • Behaviour Network • Behaviour in School and the use of Suspension and Permanent Exclusion webinar
Helen Smith	<ul style="list-style-type: none"> • RE cluster meetings • Equity, Diversity and Justice Conference 1 • Deputy / Assistant Headteacher (Leadership) Forum • SEN Forums
Lucy Cross	English subject leader Network
Hannah Coupe	NEW - Year 2 teachers - Effective Assessment Strategies to Support End of Key Stage 1 Assessments (life beyond statutory assessment)
Hannah Lemmings	
Emma Threlfall	Sticky Learning in Computing
Terry Brooks	
Penny Todd	Questioning to Deepen Learning
Erin Reeve	<ul style="list-style-type: none"> • New to science leadership (2 days) • Maths Hub ECT workshops (1/4 days) • Building your toolkit: developing effective strategies to teach and improve pupil behaviour in your classroom
Rebecca Slattery	MFL network meeting
Amanda Jewitt	3D Printing

Staff attend our local cluster meetings- for the headteacher, deputy headteacher, SENCo, business manager and EYFS class teacher. Subject leaders from our cluster schools are also now meeting- this term, Art & Design, Science and History subject leaders have met.

We also continue to engage with the National Maths Hub- we are in our third year, the 'Embedding' phase of the Primary Teaching for Mastery Programme with Abacus NW Maths Hub.

Our teaching assistants continue to receive in-house CPD, delivered by our teaching staff. Further external CPD has also been accessed.

All staff are encouraged to keep abreast of training that meets their role requirements and needs.

Behaviour and Attitudes

We believe the behaviour of pupils at our school to be good- pupils generally follow our school rules. When behaviour is not deemed appropriate, it is dealt with in-line with our school behaviour policy. Pupils who display more distressed behaviour have their own individual behaviour system, as advised by specialists, to support positive behaviour.

Our Behaviour Policy has been updated and is awaiting Governor approval.

Exclusions

2021/22

- 3 separate exclusions (0.5 days, 1.5 days, 2.5 days) for a year 3 pupil
- Exclusion (1.5 days) for a year 4 pupil
- Exclusion (1.5 days) for a year 4 pupil

2022/23

- Exclusion (1 day) for a year 4 pupil

2023/24

- Suspension (2.5 days) for a year 5 pupil
- Suspension (1.5 days) for a year 5 pupil

Racist incidents

2021/22

3 reported racist incidents

2022/23

2 reported racist incidents

2023/24

1 reported racist incident

Harmful Sexual Behaviour

2021/22

2 reported 'child on child' incidents

2022/23

1 reported 'child on child' incident

Bullying

2021/22

2 reported incidents

2022/23

No reported incidents

IMPACT

- CPD from Graham Chatterley provided staff with increased knowledge and understanding of the importance of teaching behaviour as we do subjects in the curriculum. This included how to support pupils to be able to self-regulate before dealing with any disturbing behaviours.
- Systems and procedures now in place to support children to be able to self-regulate. We have pupils who are using these systems and procedures successfully on most occasions. When not, staff, who

work closely with these pupils, support them in being able to do so and feel much more confident in being able to do so.

- Our Learning Mentor is ELSA (Emotional Literacy Support Assistant) trained and is thus able to use her extensive training to support all pupils in need of additional support and can guide and upskill staff too.
- **90% of parents at least 'agree' that our school makes sure pupils are well behaved** (Ofsted Questionnaire- May 6th 2022).
- **All pupils in year 4 and a very large majority (97%) of pupils in year 6 feel that others usually behave well around school eg playtime, lunchtime, corridors** (PAQ 2022/23)
- **All year 4 pupils and a very large majority (93%) of year 6 pupils say that if they were feeling worried about being bullied, they would talk to someone** (PAQ 2022/23)
- **All pupils in year 4 and 6 say they feel safe in and around school and that their belongings are safe in school** (PAQ 2022/23)
- **All pupils in year 4 and 6 say that the teachers are friendly** (PAQ 2022/23)
- **All year 6 pupils and a very large majority (92%) of year 4 pupils say that they have never/only occasionally witnessed racist behaviour in school** (PAQ 2022/23)
- Our online system (CPOMS) indicates that staff follow our school behaviour policy and related consequences- identified through added incident logs.
- Records from CPOMS show that we do have some incidents of poor behaviour and accusations of bullying but these are all dealt with quickly, consistently, effectively and in line with the relevant policy.
- **A very large majority (96%) of year 4 pupils and year 6 pupils (93%) feel they are never/hardly ever bullied within school** (PAQ 2022/23)
- Significant improvements in the year 5 pupil's behaviour- increased time spent in the classroom and less incidents of poor behaviour, including the significant outbursts that were regularly seen prior to the appointment of our learning mentor and organisation of his support team.
- Staff report a more positive feeling in school and more of a team spirit than has been apparent in previous years.
- Increased attendance for identified pupils following communication with parents/ carers.
- **A very large majority (96%) of year 4 pupils and year 6 pupils (97%) feel that it is important to attend school regularly** (PAQ 2022/23)
- KS2 pupils have the option to request a library card which means they are able to read in the library during lunchtime (12-12:30pm) rather than go outside.

Personal Development

IMPACT

- We provided a FAQs document alongside the PSHE and HRE Policies which we feel further supported our parents/ carers and contributed to us receiving no feedback on either policy.
- **96% of parents at least 'agree' that their child is happy at our school**
87% of parents at least 'agree' that our school supports their child's wider personal development- 4/9 'don't know' (Ofsted Questionnaire- 6th May 2022)
- **All year 4 pupils and a very large majority (93%) of year 6 pupils feel they are trusted to do things on their own** (PAQ 2022/23)
- Staff clear in their delivery of PSHE and HRE and parents/ carers clear in what education in these areas, that their child is receiving.
- We were one of only 11 Primary Schools, of 62 in total, to enter all local sporting competitions.
- More than 50% of all our pupils represented school in competitive sporting competitions during the 2021/22 and 2022/23 academic years.
- **All year 6 pupils and a large majority of year 4 pupils (96%) feel that if they were worried about something, they would probably talk to someone.**

- Many confident pupils happy to read in whole school worship and during major Christian Festivals at St Michel's Church. Pupils in reception and years 1 and 2 perform on stage as part of their Christmas Nativities, year 3 and 4 pupils at Easter and year 5 and 6 pupils at the end of the year.
- Our outdoor 'Rest and Reflect' area provides pupils with opportunities to independently pray, reflect or read at times during break and/ or lunch.
- Pupils in reception class made excellent progress towards the PSED Early Learning Goals. At the end of the 2022/23 academic year, 83% were assessed as being on track to achieve for 'Self-Regulation'- this increased from the baseline of 67%, 80% for 'Managing Self'- this increased from the baseline of 70%; and 87% for 'Building Relationships'- this increased from the baseline of 77%.
- We invite visitors from different faiths, with disabilities, to oppose gender stereotypes, to ensure our pupils are provided with first-hand accounts of their experiences which promotes and supports our work around uniqueness, equality and empathy.
- The solar panels on the school hall roof were a result of the school Eco Council presenting to Governors. The panels save school approximately £5,000 per year on energy costs.

Educational Visits- since my previous HT report

Date	Year	Visit	Primary Purpose
6/12/23	Whole school	Pantomime at 'The Grand'- Clitheroe	Christmas Fun & Cultural Capital
29/01/24	Whole school	Mobile Planetarium Wonder Dome visit to school	Science- Space units
7/02/24	Year 3	Chester Zoo	Science- habitats

Early Years Foundation Stage

- We have 29 pupils in our reception class, with a class teacher and a full-time teaching assistant.
- The Reception Baseline Assessment (RBA) was completed in September 2023.
- Phonics is taught to all pupils as soon as they arrive in September.
- On the 10/12/21, our school advisor spent time in reception and with Miss Lemmings, class teacher. Feedback from our school advisor included, *'From the discussions and learning walk, the teacher can confidently articulate the intent, implementation and impact of the Early Years curriculum. She clearly knows the pupils well as a result of a thorough and appropriate base-line assessment and is planning to meet their individual needs. This includes meeting the needs of very able pupils for whom phonics sessions, in particular, have to be adapted to ensure challenge and inclusion'*.

Further feedback from the visit included, *'A thorough baseline assessment has been carried out which is now accurately informing curriculum planning to meet the various needs of the pupils. The baseline assessment incorporates the statutory baseline assessment, as well as a thorough school readiness baseline assessment which the teacher has designed, based on Development Matters. Key termly milestones have also been identified to enable ongoing assessment which will facilitate monitoring and evaluation of progress for all pupils. Targeted, daily interventions are taking place for those pupils who are not meeting age related expectations. This is reflected in the well-planned provision which provides learning experiences across the seven education programmes.*

The well-planned provision, indoor and outdoor, provides appropriately targeted learning experiences across the seven education programmes.

- Our school advisor took away the assessment tracking sheets, as designed by our reception class teacher, so that they can be shared to support other practitioners.
- Parents have shared positive feedback about their child's education in reception.
- The behaviour of our reception pupils, in and around school is excellent.
- We believe our induction process supports our new children and their families for school readiness.

Premises Management

- The 3 automatic doors are now fitted and working. Following a few teething problems, they are working well. We hope see a positive impact on our energy consumption over the next couple of years as the doors are no longer being left open during lunch and break times.