

# HEADTEACHER'S REPORT

## AUTUMN 2017

### *Our Mission Statement*

*In our school, we want to celebrate God's gift of life together,  
by inspiring, enhancing and developing tomorrow's talent, today!  
We respect all; aiming to achieve and live our values.  
A place to allow everyone to flourish!*

**ST LEO'S AND SOUTHMEAD  
CATHOLIC PRIMARY SCHOOL  
SERVING THE COMMUNITY**

### OFSTED

- Overall effectiveness
- Effectiveness of leadership and management
- Personal development, behaviour and welfare
- Quality of teaching, learning and assessment
- Outcomes for learners

### SAFEGUARDING CHILDREN

- Preventing children from maltreatment
- Prevent impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes

## 1 School Improvement

1.1 As Governors are aware we now have our own School Improvement Partner, Mrs Ann-Marie Dimmeck. She has a wealth of experience as an Outstanding Headteacher and is currently a Lead Inspector for Ofsted. She visited us on Friday 20<sup>th</sup> October and spent most of the day with us. Her advice was invaluable – she had scrutinized our school data before her visit and had her lines of enquiry ready. Mrs McGuinness and I were with her throughout the whole visit. She began by asking us, “What are the strengths and weaknesses of this school?”

We answered:-

### Strengths

- The pastoral support that we provide for the children.
- The reaching out to vulnerable parents and the support/engagement that we provide.
- We are an outward looking school – we work closely with a Collaborative of schools but also realised that we needed to look beyond and have set up a partnership with a school in a different L.A. in a similar context to our own who have consistently achieved higher results. (We showed her our Writing Action Plan).
- Reading is an area that we have addressed and is strong in our school.
- The Ethos of the school and the behaviour of the children, who are from a range of life experiences.
- We provide a broad and balanced curriculum.

### Weaknesses (areas to develop)

- Attendance
- Writing throughout the school.
- Pupil Premium/Disadvantaged children and therefore outcomes for children for the last two years.
- Check ‘boys’ are making progress.

Mrs Dimmeck then toured the school and visited each classroom. When we returned to the office she then showed Mrs McGuinness and I what she had written and it mirrored our own list above. She was very encouraging and stated that we know our school and agreed entirely with what we had told her. After scrutinizing data and professional dialogue, she gave us a wealth of practical advice. She was not inspecting our school but she did feel that we had a strong chance of gaining “Good” overall, having visited our school. Our

vulnerable area is 'outcomes'. However if we can show progress and our capacity to improve now, it might make us a strong 'Good' for that area also. We now have advice and actions to implement which we are addressing immediately. Our targets for end of year attainment throughout the school are aspirational and we strongly believe – achievable. We are determined to continually improve and follow advice. We can already show impact of all the strategies that we have introduced and are now embedding.

*(Leadership and Management, Outcomes for children; Quality of teaching and learning)*

## 1.2 Writing – Actions to Improve

To continue with strategies introduced last year, in order to embed as already they are showing a positive impact i.e.-

- Specific Writing Action Plan for each cohort which are displayed and are interactive.
- Modelling of writing (up-leveiling) throughout the school.
- Display of writing standards improved throughout the school – First draft/second draft – final piece of written work. Editing ownership by the children.
- Timetables adapted half termly to focus on opportunities to create more time to focus of teaching writing.
- Parent information meetings/parent packs with a specific focus.
- Cross curricular opportunities used/consistent standards.

*(Quality of teaching and learning; Outcomes for children)*

## Attendance – Actions to improve

- To ensure that our data shows a true reflection e.g. last year's Year 6 cohort had a number of Persistent Absence children with whom the Attendance Service were involved – those children are no longer with us and therefore our data is predicted to be much more positive. Show late joiners e.g. who joined our school in Years 4, 5 and 6.
- We have reintroduced Attendance weekly focus with the children and use a display to reinforce the positive message. Treat for best attendance class.
- Vulnerable families are now identified in Nursery and Reception and the Learning Mentor supports/challenges those families early on.
- 100% children – Treat/certificates.
- Holidays are not authorised.
- Letters to identified vulnerable families each half term from Head Teacher.

*(Personal Development, behaviour and welfare)*

Pupil Premium/Disadvantaged – Actions to improve

- To continually review how we use our Pupil Premium funding and ensure it is having a positive impact via monitoring throughout the year, the progress of the children rather than waiting until the end of the year.
- To reorganise the Early Years department and focus upon children on arrival to accelerate early learning skills. To liaise with the Early Years L.A. Mentor at Leadership level i.e. Deputy Head Teacher.
- To introduce specific home personalised booster packs for two pupil premium children within each year group. Measure the impact and then select another two children.
- To use the skills of H.L.T.A. and Teaching Assistants to support the Teaching and Learning of specific identified, targeted children.
- To continue with booster support for specific children and to introduce pre-teach for certain children.
- To introduce additional time to scrutinise the progress of P.P. children and the evidence in their books i.e. Professional Development meetings.
- To move away from intervention schemes and focus on teaching the children the national curriculum (with resourced support) i.e. no gap from the start. Initial assessment at the start of the unit and then reassessment at the completion of the unit.
- Embed 'every minute of every day' throughout the school enabling individual children to have additional learning time specifically related *to their targets.*

*(Quality of teaching, learning and assessment; Personal development, behaviour and welfare)*

1.3 Through our monitoring, moderation and assessment we can show evidence that all of the children are now making progress. A difficulty is that not all of our children are at age related expectation but they are making progress. We have to accelerate their learning and embed the actions into our practice which are already showing a positive impact upon attainment – this year there is an upward trend.

<u>Last year 16/17</u>		<u>This year 17/18 Predicted</u>
<u>Key Stage Two</u>		
Maths 66%	-	92% ↑

Reading 72%	-	96% ↑
Writing 59%	-	75% ↑
S.P.A.G. 69%		
Combined 53%	-	75% ↑

Key Stage One

Reading 72%	-	Reading 80% ↑
Writing 65.5%	-	Writing 80% ↑
Maths 79%	-	Maths 83% ↑
		Combine 80%
Phonics 78%	-	Phonics 83% ↑

Governors will note that all predicted targets are showing an upward trend and therefore we know as a school that we do have the capacity to improve and will improve.

*(Outcomes for children, Teaching and Learning, Leadership and Management)*

1.4 Physical Education has been highlighted as a priority for all schools by the Government, to address fitness, health choices, obesity and sport skills. As a result Sports Premium was introduced. We have used the funding to employ sports coaches to enrich what we do and to:-

- Provide C.P.D. for Teaching Assistants (Year One)
- Provide C.P.D. for Teachers (Year Two)

All staff have improved their subject knowledge as a result of being able to work alongside the coaches in P.E. lessons. This has made our approach sustainable for the future and staff are now far more confident to teach P.E. and are far more aware of variety in lessons.

1.5 As part of Knowsley's Commission led by Christine Gilbert we have been able to apply to become 'a Pathway to Success' school, this will add to our capacity to continue to improve as a school. We will link to a school as part of a hub and work together to raise standards.

*(Leadership and Management; Outcomes for children)*

1.6 I am delighted to inform Governors that we received Silver Status for the Quality Mark for Science. We have always ensured that Science has had a high profile in school but to have this externally acknowledged is very much appreciated. Science is enjoyed by the children and we have introduced "Children teach Science to Parents" throughout the school. The children have enjoyed doing them and the feedback from the parents has been overwhelmingly positive. It is also an opportunity for our children to develop

their speaking skills as well as their confidence. A very special thank you to Mrs Snape who has worked above and beyond and who has led us through the whole process with enthusiasm and determination.

*(Effectiveness of leadership and management)*

- 1.7 We have taken part in a Peer Review process which entailed two Head Teachers spending the day in our school to observe how we are Raising Standards in writing. Professional dialogue and challenge is always helpful and since their visit one of the Head Teachers has returned with his staff. Mrs McGuinness and Mrs Smith gave a presentation about our assessment and our visitors were very impressed. *(Effectiveness of leadership and management)*
- 1.8 We have volunteered to take part in a Pilot called “Easy Peasy”. It is a scheme which focuses on learning through play which has play based learning apps for parents. Mrs Cawley is going to trial it with parents of the nursery children. We will be able to measure impact and evaluate it in 2019. A special thank you to Mrs Cawley who is overseeing and managing this process. *(Outcomes for pupils)*
- 1.9 Mrs McGuinness has attended F.F.T. training and as a result has been able to identify children who are ‘outliers’ - children who are not attaining what they should and who are not S.E.N. This has been valuable information for us and has made us find out why and put immediate actions into place. One child joined us from another school and we have retained her books to show her standards of work when she arrived in relation to the scores/levels which we were given. *(Quality of teaching, learning and assessment)*
- 1.10 As Governors are aware Mrs Smith is an experienced Moderator for the Local Authority. This is invaluable to our own School Improvement as we can regularly use her skills ‘in house’. Mrs Smith recently moderated writing in school as that is one of our priorities, she scrutinised the children’s books and provided actions to the staff which have also been shared with the Curriculum Governors. It is expected that when Mrs Smith re-moderates that evidence will be clear that all actions have been implemented. There was evidence in all books that all children have made progress.*(Quality of teaching, learning and assessment)*
- 1.11 As part of our monitoring programme I observed the teaching of Maths throughout the school and have given actions to staff. The best impact on learning observed was in the classrooms where there was organised resources

for the children; a range of learning prompts in front of the children to support independent learning; extension activities and a consistent approach to teaching. Expertise has been shared and already staff are implementing actions. Observations showed good teaching throughout the school in Maths. *(Quality of teaching, learning and assessment; Effectiveness of leadership and management)*

- 1.12 As advised by Mrs S O’Keefe (Lead Ofsted Inspector) I continue to have “Learning Talks” with the children as part of our Monitoring Programme. The children were able to select pieces of writing of which they were proud; which they found challenging and which they could show progress. The children speak more confidently about their learning when they have their books in front of them. They are also very informative about the timetable, the Big Picture, D.E.A.R. Time and homework. I always inform the staff at briefing meetings what the children have said. *(Outcomes for pupils)*
- 1.13 We have recently had an external moderation visit to the Reception class. The feedback was very positive regarding the organisation, the environment, planning and the engagement of the children. I am delighted with the report and would like to take this opportunity to thank Mrs Smith, Miss M Ryan, Mrs Cawley and Mrs Sambor. Together they have sorted the Reception resources; have cleaned them; and have produced a beautiful environment. The children’s profiles are of an outstanding standard and this was also fed back to me by the Early Years Mentor. Well done to the staff and thank you for your hard work, dedication and professionalism. *(Quality of teaching, learning and assessment; Outcomes for pupils)*
- 1.14 Poetry is an important element of the English curriculum and is also a specialised skill. Our children love poetry and I’m sure that we have some future poets in school. I am delighted to inform Governors that Mrs Smith organised for a famous poet, Mr Paul Delaney to spend the day in our school with the children. The children loved him and the positive impact upon their learning was clearly evident by the end of the day. The children are still talking about him. Thank you Mrs Smith. *(Outcomes for pupils)*
- 1.15 Mrs Kelly, Mrs Rossiter and Mrs Tomlinson continue to give freely of their time and come into school every week. They work in the classroom alongside the children and staff, seeing for themselves the Teaching and Learning that is going on. Thank you to all Governors but a special thank you to Mrs Kelly, Mrs Rossiter and Mrs Tomlinson. *(Effectiveness of leadership and management)*

- 1.16 Assessment is crucial to monitor the progress of our children’s learning and to address issues immediately. I would like to thank Mrs McGuinness and Mrs Smith who work extremely hard to collate, analyse and present data to myself, Governors and external ‘visitors’ – the level of detail and knowledge is always impressive. Excellent dedication and work. *(Quality of teaching, learning and assessment)*
- 1.17 Mrs McGuinness has been supporting another school with moderation and whilst doing so Mrs Lewin has ensured that the children in Year 2 are following all of what has been planned – as well as guiding supply teachers. A special thank you to Mrs Lewin for her hard work and for always using her own initiative.

## 2 **Reaching out to Parents/Community links**

- 2.1 School Book Shop continues to be extremely popular with our parents and children. There is not a book shop in the local area nor a library which makes it very difficult for our children to have access to books. I am delighted to inform Governors that School Book Shop has now sold 20,000 books to the children in our school. I began this report with our strengths as a school one of which is ‘Reading’. This is wonderful and I would like to thank Mrs Parry who gives freely of her time each week to make School Book Shop possible. *(Personal development, behaviour and welfare)*
- 2.2 It is only November and already in school we have had Early Years meetings for Parents; Parent information meetings for Years 1, 2, 3 and 6. We have had Parent’s Night and End of Topic Celebrations. The Parents have fully engaged in all and have been very positive. Parents are responding to the advice and support given as to how they can help their children’s learning. *(Overall effectiveness, the quality and standards of Education)*
- 2.3 Our Parents and Grandparents continue to give of their time freely every day to come to school to make toast for the children to have at break time. The children enjoy their toast especially on cold winter mornings. We are very grateful for this support and help. *(Personal development, behaviour and welfare)*
- 2.4 As a result of the Year One Parents information meeting, Mrs Pimblett has made 12 resource packs for parents to use with their children at home. The packs are wonderful and contain resources that she has made to support learning. Thank you Mrs Pimblett this will have a direct positive impact upon

standards. *(Quality of teaching, learning and assessment; Outcomes for pupils)*

2.5 Mrs Cawley, Mrs Sambor and Miss Ashworth have organised many initiatives to engage parents already this term and the response has been very positive. An example is the 'pre-writing' workshop which the staff planned activities and home resource packs for the parents to take home. This is already having a positive impact upon standards. Thank you to the staff for their continued drive to raise standards from the start. *(Quality of teaching, learning and assessment; Effectiveness of leadership and management)*

2.6 Breakfast and Early Morning Club continues to be busy every day. More and more parents are using it for the safe care of their children. On average there are 46 children each day. This is wonderful and is not only a help to working parents but is also encouraging positive attendance/punctuality. A special thank you to Mrs Sambor and Mrs Parker for such a positive start to the day for the families who use it. *(Personal development, behaviour and welfare).*

2.7 We are determined to continue to provide a broad and balanced curriculum. Our yearly Cultural Programme for the key Stage Two children enriches our children's knowledge and learning experiences – this year it is as follows:-

Year 3 (8-3-2018)	visit The Albert Dock and Crosby Beach (Anthony Gormley Statues)
Year 4 (8-3-2018)	visit The Two Liverpool Cathedrals
Year 5 (5-3-2018)	visit The Walker Art Gallery
Year 6 (7-3-2018)	visit The Museum to see the Terracotta Army Exhibition

The above will also encourage our children and families to value what cultural opportunities are close by and learning from them. *(Personal development, behaviour and welfare; (Quality of teaching, learning and assessment; Outcomes for pupils)*

2.8 Miss Morris is already planning Sports Week after a very successful one last term. She is involving sports coaches, ice skating and visits to sports themed venues – all to enrich the sporting skills and fitness of our children. Thank you Miss Morris. *(Quality of teaching, learning and assessment)*

2.9 We continue to be a Partnership School with Hope University and currently have eight students in school. It is always a wonderful chance for us to help and support the future of the profession whilst at the same time we can learn from each other as the students bring with them fresh ideas and enthusiasm. *(Quality of teaching, learning and assessment)*

2.10 I am delighted to inform Governors that Miss J Ryan has organised a link with Everton Football Club and as a result has organised a P.S.H.E., fitness and healthy diet programme to be delivered weekly to the Year 5 children. This is an excellent addition to our own teaching; it will motivate the children as well as having more male role models in our school. A very special thank you to Miss Ryan for her continued hard work. *(Personal development, behaviour and welfare)*

2.11 We continue to reach out to our parents in various ways and the small class Christmas Performances are always well attended. They provide an opportunity for the children to develop their drama, speaking, listening and team work skills. All Governors are welcome to attend:-

Christmas Performances

Thursday 7 <sup>th</sup> December	Year 5 Xmas Performance at 2.30 p.m.
Friday 8 <sup>th</sup> December	Year 1 Xmas Performance at 2.30 p.m.
Monday 11 <sup>th</sup> December	Year 3 Xmas Performance at 2.30 p.m.
Tuesday 12 <sup>th</sup> December	Reception Xmas Performance at 2.00 p.m.
Wednesday 13 <sup>th</sup> December	Year 2 Xmas Performance at 2.30 p.m.
Thursday 14 <sup>th</sup> December	Year 4 Xmas Performance at 2.15 p.m.
Friday 15 <sup>th</sup> December	Year 6 Xmas Performance at 2.30 p.m.

*(Personal development, behaviour and welfare)*

2.12 It would be really helpful to parents if we had a Parents' App to enrich communication. Mrs McIntyre is currently working hard to find the best one that would suit our school and is going to organise it to be set up. Thank you Mrs McIntyre this will be a real benefit to all.

### 3 School Environment

3.1 The Reception Class has been completely reorganised and resources have been washed, sorted or thrown away. There are fresh displays and when the parents had meetings with the staff in the first week, they were in a beautiful Reception environment which they noticed and gave instant positive feedback. Staff worked very hard and gave of their own time during the summer holidays to make the environment perfect for the children inside and out. Thank you to Mrs Smith, Miss M Ryan and Mrs Sambor for their time, dedication and enthusiasm. *(Effectiveness of leadership and management; Quality of teaching, learning and assessment)*

3.2 The Nursery playground is very large and the staff have tried to create areas using Early Years resources; this coupled with the new shelter had made the

outside area much more child friendly. However the playground was badly in need of brushing to remove excess stones and rubble. Mrs Sambor, Mrs Cawley, Miss Ashworth and Mr Luby (Parent) together with brushes completely brushed the area making it much safer for the children to play. This was an enormous task, filling many bin bags and I would like to take this opportunity to thank them all for as usual going above and beyond for the children, they rolled up their sleeves and brushed! (*Personal development, behaviour and welfare*).

- 3.3 During the summer holidays Mr Clarke painted the Year 2 classroom which made it look bright and fresh for the children when they returned in September. Thank you Mr Clarke and especially for using the quiet time in school to improve a part of the school environment.
- 3.4 We have had numerous meetings and visitors in our school throughout the Summer term and already in this Autumn term. Everyone comments positively on the displays throughout the school; the organisation of the areas; the tidiness and obvious care of the learning environment by everyone in the school. I would like to thank the children, staff and our cleaning ladies who every day clean the environment with a smile. The school always looks beautiful and never fails to impress.
- 3.5 Mrs Smith and I have recently met with Cunliffes (Archdiocese Surveyors) and have discussed with them suggested plans to continue to improve the learning environment for the children. The plans in the main will be part of a long term plan but more immediate actions will be to assess the condition of the roof and security of the school which is a parental concern. I will continue to update Governors when I know more. (*Personal development, behaviour and welfare*).
- 3.6 Computing is now a major part of the school curriculum and with this brings the need to be able to re-charge the resources. We have been given a multiple computer charger by the Support Service which will be a real help. However they were unable to deliver it. Once again Mr Pimblett (Mrs Pimblett, Year One teacher husband) came to the rescue. In his own time, he used his van to collect it and deliver it to our school. He also used his very much needed strength to lift it. Many thanks Mr Pimblett.

#### 4 **Religious Education**

- 4.1 It has been agreed that Catholic Primary schools must now teach Relationships and Sex Education. We have begun to use 'Journey in Love' which is a scheme written to support us in the teaching of R.S.E. appropriately. I attended a training session at L.A.C.E. which was extremely helpful and after a Professional Development meeting with the staff we have formed an action plan to implement the scheme fully with confidence. *(Personal development, behaviour and welfare)*
- 4.2 Mrs Pimblett and Mrs Smith have attended all R.E. coordinator's meetings and have produced a strategic plan for the year which incorporates all advice given and further ways to continually improve Religious Education in our school i.e. Lesson observations; book scrutiny; display scrutiny and learning conversations with the children. *(Effectiveness of leadership and management)*
- 4.3 Mrs Smith and I met Father Michael early in the term to plan the liturgical year and sacramental programme. Father Michael always listens to us and takes on board our suggestions. I would like to thank Father Michael for his continuous support and encouragement.
- 4.4 As part of our Monitoring Programme of Religious Education, I recently had an R.E. learning talk with our Pupil Champions. The children were extremely informative and wanted to tell me about Collective Worship. They explained to me how they plan it and sometimes bring resources from home to use. I was very impressed by the children's attitude towards Collective Worship but also how much they value it. Well done Miss Allen clearly you are enabling the children to experience the effects of worshipping together in a very meaningful way. *(Effectiveness of leadership and management)*
- 4.5 We recently celebrated the feast day of St Leo which the children really enjoyed. Our Key Stage Two children attended Mass, taking along their class banners. Since the day I have heard lovely comments from the Parish about the Mass and how wonderful the children were. Thank you to all but a special thank you to Mrs Snape and Father Michael. *(Personal development, behaviour and welfare)*
- 4.6 The end of topic celebrations have been lovely occasions and very well attended by our parents. The children have enjoyed telling their parents about the 'Come and See' topic that they have been learning about and the

activities that they have done in class. (*Quality of teaching, learning and assessment*)

## 5 **Staffing**

5.1 Mrs Nolan initially joined us to support a child who had a statement for S.E.N. He has now transferred to a special school and Mrs Nolan has got another job. We will be very sad to lose Mrs Nolan but fully understand her decision to move on. We all wish her well in her new role and hope that she keeps in touch.

5.2 Mrs Cassidy is currently providing P.P.A. and also booster support/pre-teach for the children in Year 4 who have been identified as (P.P.) needing accelerated learning. She is working closely with Mrs Snape and is monitoring their progress closely. (*Quality of teaching, learning and assessment; Outcomes for pupils*)

## 6 **Staff Development/C.P.D.**

6.1 We have continued to attend courses, work closely with the S.A. Collaborative and be an outward looking school in order to address our school priorities and ensure that we are improving our skills-

- Moderation
- Maths Strategy
- Writing
- Improving Writing through Film
- Relationships and Sex Education
- Religious Education Coordinators
- Science (P.S.Q.M.)
- Safeguarding
- Deputy Head Teacher Forum
- Head Teachers' Southern Area Collaborative
- Co-coaching (Commission for Knowsley)
- P.E. (Sport Network)
- On line Safety
- F.F.T. training
- Clerks Conference
- Administrators' Forum
- Early Years
- Learning Mentor Forum
- Hope University Partnership

*(Overall effectiveness)*

- 6.2 I would like to take this opportunity to thank Mrs Lyon who in her own time has been studying Maths resulting in her achieving G.S.C.E. Maths. Congratulations and well done Mrs Lyon. *(Quality of teaching, learning and assessment)*.
- 6.3 Both Mrs Lyon and Mrs Nolan are studying for G.C.S.E. English in their own time, thank you to both for being so dedicated. *(Quality of teaching, learning and assessment)*

The Autumn Term has been as busy as ever. The new Nursery children and Reception children have all settled well into school. Our Year 6 leavers are equally settled in their new schools and some have visited us to say hello! We have heard wonderful news about our past pupils of whom we are very proud. Parents have been into school to read with their children, attend workshops and R.E. End of Topic Celebrations – there has been an exciting atmosphere in the school.

Please may I take this opportunity to thank all Governors for all of your time, support and challenge? Thank you to Mrs Smith who is a wonderful Deputy, the impact of whatever she is doing is always pure quality because she is so dedicated and sets herself such high standards. Thank you as always to Mrs Clarke who not only helps me every minute of every day in my role as Head Teacher but who also supports me pastorally. Thank you Mrs Hewitt for as always ensuring that I have all of the documentation that I need, typing at a moment's notice.

Have a wonderful Christmas and a very happy new year,

From

A very happy, proud Head Teacher

Mrs J Grundy.