

HEADTEACHER'S REPORT

SPRING 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 humanity 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

1 School Improvement and Challenge

1.1 As Governors are aware, last year we only just met the Government combined target for standards. Having analysed data, teacher assessment and through our own professional dialogue, we know that writing is a key priority for our school. In order to address this area as a whole school we have:-

- For each class – a Raising Standards in writing action plan – all displayed in school.
- Increased English time on all timetables.
- Manila books for all S.E.N. children.
- Increased Parental guidance/support via Workshops, home packs and stay/play in the Nursery.
- New Nursery environment.
- Relocated new Reception class environment.
- Raised profile of mark making and writing in both the Nursery and Reception.
- Internal and external moderation and scrutiny of writing in books.
- Partnership established with primary school in Liverpool who achieved high standards in writing.
- Writing is now displayed in every classroom and throughout the school with clear strategies and evidence of how children can improve their own writing.
- Teachers model how to improve writing in all English lessons and grasp opportunities in other subject areas.

Mrs Smith and Mrs McGuinness continue to assess the children's progress/attainment, identify gaps; targets and inform staff. They produce data and ask difficult questions that need answering – they are continuing to moderate for the L.A. and are both invaluable to our School Improvement. *(Effectiveness of leadership and management, Outcomes for learners)*

1.2 Mrs Smith and I recently attended a Headteachers' and Deputy Headteachers' conference at which Clive Davies gave a presentation. As a result we have disseminated the content of what he said to staff and are going to implement the following:-

- Secure Learning – Have the children got it?
- Deeper understanding – return to it later and check without teacher intervention.
- Differentiation and groups – NO MORE e.g. Fractions – made easier for a group to complete but the gap does not go – they need to

understand it at age related, they need to “get it”, where they should be.

- Pre – teaching
- Pre – assessment
- Teachers must pick up on misconceptions right away.
- Maths – Do as much marking as possible within the lesson.
- “Try and explain to me what is making this difficult for you.”
- Teachers must pinpoint the difficulty in the sequence.
- More opportunities for reasoning and thinking.
- English – Interrogate the text from Early Years.
 - Interrogate “beyond the text.”
- What strategies has the author used?
- Improve quality of Teacher questioning.
Improve quality of Pupil questioning.
- Differentiation in groups – NO.
Differentiate by challenge and support and feedback but not by content.
- Do not sit in groups; sit in horseshoe shape with a group in the centre (group changes). T. Assistant or Teacher supports group in centre – does not leave the room.
- Teachers know the objectives but are they making planned sequences.
- Links and opportunities must and should be made across the curriculum.
- Every day words should and must not be accepted spelt incorrectly e.g. because, went.

(Effectiveness of leadership and management)

- 1.3 The current Year 6 cohort as Governors are aware is of very mixed ability with a high level of Special Needs and Pupil Premium. Miss Allen has worked above and beyond to raise standards including teaching the children every day in her lunch time. She is consistent and extremely organised. Scrutiny of the children’s books has shown evidence of excellent progress since September and a wealth of content. External moderation from other Year 6 teachers in our cluster has endorsed the above and her approach is being used as a model of good practice. Keep up the excellent work Miss Allen.
(Outcomes for learners)

- 1.4 Pupil Premium has contributed towards the cost of the following workshops for Parents of the Reception children: -

Literacy/English	x	3
Numeracy/Maths	x	3
Craft	x	1

Throughout each workshop are opportunities for the parents to improve their own skills as well as guidance as to how they can support their own child's learning at home. The workshops have been well attended and positive feedback has been received from the parents. Staff have noticed engagement and interest from the parents in their children's learning.
(Overall effectiveness)

- 1.5 Mrs McIntyre and Miss Morris have completed a scrutiny of the children's Maths books with a focus upon 'Place Value'. They were looking for evidence of progress and attainment. Having completed the scrutiny they produced a class by class summary with guidance/actions for each teacher – all of which will impact positively on the teaching and learning of the children. Thank you to both members of staff for their hard work and challenge. It is clear that they are putting into practice guidance given from the Collaborative Maths C.P.D. *(Quality of teaching, learning and assessment)*

- 1.6 I am delighted to inform Governors that staff continue to give freely of their time by doing after school clubs for the children – this term there are
- Sports Clubs delivered by the Coaches.
 - Maths and English Booster Clubs by Miss Allen and Mrs Smith.
 - Reading Club by Mrs Pimblett.
 - Maths Club by Mrs McGuinness and Mrs Lewin.
 - After School Sports Competitions by Miss Morris.
 - Science Club by Mrs Snape.
- All of the above enrich the children's learning experience.
(Personal development, behaviour and welfare)

- 1.7 As Governors are aware the positive health of our children and their families is a priority as it is key to learning and a positive life experience. In school we do many activities related to learning about 'health' including fit-time throughout the school. Miss J Ryan has led a whole school approach to raising the profile of 'Health' even higher in our school and the following have been actioned –
- Health Theme Days – Evidence
 - Information in Newsletters.
 - Fruit at Breakfast Club and in Key Stage 2.
 - Cookery courses for children, staff and parents.
 - Parents' 'Measure Up Programme.'

- External consultants working in class with the children.

I am delighted to inform Governors that because of all of the above we have received “Silver Schools 4 Health” status. Thank you to all of the staff, parents and children and a very special thank you to Miss J Ryan for her hard work, drive and enthusiasm.

(Personal development, behaviour and welfare)

- 1.8 Governors continue to represent the full Governing Body by regularly coming into school every week, working alongside the staff in the classrooms. This is outstanding Governor involvement and proves that our Governors know the school. A special thank you to Mrs Rossiter, Mrs McDonald Holmes, Mrs Kelly, Mrs Swatton and Mrs Tomlinson (Senior School Feeder Governor) for their time, support and challenge – this level of Governor involvement is rare. *(Effectiveness of leadership and management)*
- 1.9 We always make sure that we are providing a broad curriculum by having quality theme days for the Foundation subjects. The children learn a great deal on these days and in a different way. To date we have had History, Art, World Book Day, D.T., Science, Music, Geography and Health days. All evidence of the days are collated and put into class portfolios to show what the children have learnt and to also provide pupil voice for the coordinators of each subject as well as indications of the progress/attainment that the children are making. *(Quality of teaching, learning and assessment)*
- 1.10 The learning environment has always been a priority of this school and it is always of a very high standard. Staff and children care about display and the organisation of the classrooms. All deserve credit. A special thank you to Miss M Ryan, Mrs Cassidy, Mrs Cawley, Mrs Sambor, Miss Ashworth and Mrs Smith for the transformation of the Early Years environments which both look exciting and child friendly. Each time I visit I see children engaged and enjoying their surroundings. Parental feedback has been extremely positive. *(Outcomes for pupils)*
- 1.11 Professional Development meetings this term have focused upon Coordinator tasks. We are still continuing with Moderation/Scrutiny of writing but are using this term to allow for a range of content to increase in the children’s books; to revisit and highlight progress over time. The first part of this term staff are completing the following tasks:-
- Analysis of data for subject areas.
 - Book/portfolio scrutiny for subject areas.

- Planning scrutiny.
- Coordinator files handed in/feedback discussion re next steps for Foundation subjects.

Return to 20th March Whole School Writing Moderation.

27th March Whole School Maths Moderation.

(Overall effectiveness; Effectiveness of leadership and management)

- 1.12 Mrs Smith is now the Chair of the Southern Area Collaborative of Deputy Headteachers. She organises and leads the meetings for all of them and then attends the Southern Area Collaborative of Headteachers with myself. This is excellent experience which links directly to Mrs Smith's Performance Management Objectives and also has a positive impact on the improvement of the school. This is also excellent preparation for Headship. The Headteachers are already impressed with her work which is not a surprise to us! *(Effectiveness of leadership and management)*
- 1.13 The Archdiocese is forming a Catholic School Improvement Trust. Every school will contribute towards the cost. The trust will deliver critical school improvement and will provide a 'School Improvement Officer' for every school to provide challenge, support and build up an intelligence of all of the schools strengths and areas in need of improvement. The trust can then direct schools to share expertise etc. The Local Authority no longer provides this service and therefore this Trust is very much needed. An additional advantage is that the Archdiocese is much bigger than the Local Authority geographical area and therefore will have a much broader knowledge. *(Overall Effectiveness; Effectiveness of leadership and management)*
- 1.14 The staff in the Nursery are working hard to raise standards from the moment a child starts. There is a sharp focus on pre-school readiness for English and Maths linking every opportunity to enrich the children's learning inside and outside. There has been an acknowledged recognition that nursery children are being assessed at a higher level than they really are at developmentally, nationally. Children at the age of three years must be assessed carefully and 22/36 months is what a child at nursery age should be. Jan Smythe is providing training and direction but I am delighted to report that our Early Years staff are fully aware and assess appropriately – a very special thank you to Mrs Cawley, Miss Ashworth and Mrs Sambor for their excellent work. They assess appropriately and have provided a wealth of support, direction, workshops for parents – all to raise standards. *(Quality of teaching, learning and assessment)*

- 1.15 Our Welfare ladies continue to make sure that the children have a happy, safe lunch time. They encourage play and support the children who need help. They work in all weathers and always have a smile. Thank you to them for their hard work.

2 Reaching out to Parents

- 2.1 Breakfast Club and Early Morning Club continue to be as popular as ever and an important income to School Funds. Parents/Carers regularly give positive feedback about this service e.g. "I don't know how I would manage without this....." The children are happy and chatty. There is also a positive impact upon learning. A special thank you to Mrs Sambor and Mrs Parker for making it so welcoming and so popular. (*Personal development, behaviour and welfare*)
- 2.2 We have used Family Learning to provide workshops for Parents/Carers of the Nursery and Reception children – all of which are to develop parenting skills and helpful hints as to how they can help their children to learn at home. The workshops have been well attended and parental feedback has been positive. (*Outcomes for learners*)
- 2.3 Nursery numbers have begun to increase as more parents hear about it in the local community. I would like to thank everyone for helping to "spread the word" about our lovely nursery but a special thank you to Mrs Pimblett (Governor) who has placed adverts in the local area and who has also been talking to/telling various people about it directing them to the nursery. (*Overall effectiveness*)
- 2.4 Staff have planned a Science day and an Ambition week both of which are going to involve our parents as role models. As Ambition 'day' was so popular last year, we have extended it to a week this year and have a wealth of talented parents taking part. Our children as a result will be motivated and have clear aspirations. (*Outcomes for learners*)
- 2.5 It seems such a long time ago now but the Christmas Performances were all well attended and the feedback about them was really positive. We may change the seating plan for next year as some parents insisted on standing in front of others to film; this meant that some parents could not see. We also had a few parents reserving seats which has never been done before – a change of seating plan will address both of these issues.

The children were also taken to see a Pantomime which they enjoyed. The Leisure Centre contacted me to praise the behaviour of our children and stated that they did have some difficulties with other school.

- 2.6 Thanks to the hard work of Carol and her team in the kitchen – themed lunch days have been very successful with an increased take up by the parents. This ensures that the children have a healthy lunch.
(Personal development, behaviour and welfare)

3 School Environment

- 3.1 We have raised the profile of ‘writing’ throughout the school and have ensured that the children’s writing is displayed in every classroom and in the corridors. The displays include first drafts and then improved writing. This is an additional way of modelling raising standards to the children.
(Outcomes for learners)
- 3.2 As already stated the Nursery and Reception classes look beautiful. Immediately outside of our nursery entrance is a small waiting area for the parents to drop off and collect their children. It was in need of some attention! Mr Clarke, without hesitation painted the area and in no time at all it looked far more inviting and welcoming. Thank you Mr Clarke for your hard work and dedication. *(Overall effectiveness)*
- 3.3 We recently had a “Rubbish/recycling” theme day which began with the mystery of “Someone has been into the school and filled it with rubbish!” The theme days motivate the children to write and have a shared focus. In addition to improved content in writing, what was also wonderful was how concerned the children were about the school environment. The children were upset and really showed how much they care about the school.
(Outcomes for learners)
- 3.4 The school has undergone a Security Survey which thanks to Mr Clarke had a positive outcome. The surveyor praised the school environment to Mr Clarke. *(Personal development, behaviour and welfare)*
- 3.5 Due to recent windy weather, a trampoline from a local house blew onto the infant playground. It was a health and safety issue and needed to be removed if not claimed. I would like to thank Mr Pimblett (Mrs Pimblett Year One – husband) for cutting the trampoline and removing it for us in his

van, in his own time. He was extremely helpful and assisted us with a problem – which he solved. (*Personal development, behaviour and welfare*)

4 Special Educational Needs S.E.N.D.

- 4.1 Miss Morris continues to ensure that all actions from the Planning and Review meetings are carried out to ensure that we are providing the best that we possibly can for the children. (*Outcomes for learners*)
- 4.2 We have organised S.E.N. parents' meetings and Gifted and Talented parents' meetings to provide extra time and support. (*Quality of teaching, learning and assessment*)
- 4.3 Our current Educational Psychologist, with whom we have a very positive working relationship and who has helped us to help many children, will be leaving at Easter. Whilst we all wish Mark Allerton the very best for the future, we will all miss him very much and are grateful for all that he has done to help the many children in our school and for the support of all of us – we will miss him.

5 Staff Development/C.P.D.

- 5.1 Staff continue to attend courses all of which are developing their own skills and are having a positive impact upon the Teaching and Learning in school.
- Safeguarding
 - Reading
 - Headteachers' and Deputy Headteachers' Conference
 - R.E. coordinators
 - Southern Area Collaborative Headteachers
 - Southern Area Collaborative Deputy Headteachers
 - Clerk's Conference
 - Administrators' Conference
 - Peer Review
 - Music
 - Moderation of Writing
 - First Aid
 - Early Years – Moderation; Networking
 - Science
 - Mentoring Students – Hope Partnership
- (*Quality of teaching, learning and assessment*)

6 Staffing

- 6.1 I have set a date to complete half yearly reviews of Performance Management with all of the teachers. Mrs Smith will do the same for the Teaching Assistants. This gives us an opportunity to discuss our progress towards our targets and the impact it is having upon the children's learning. *(Effectiveness of leadership and management)*
- 6.2 Mrs Lyon continues to be so adaptable and with very little warning always does whatever I ask of her with a smile. This term has been very varied due to staffing complications and she has helped me every time. Thank you Mrs Lyon for your excellent work.

7 Religious Education

- 7.1 We have begun the time of Lent with an assembly and thanks to Father Michael, the children and staff were all able to receive Ashes.
- 7.2 Father Michael and Mrs Snape are working together to provide support for the children and their parents, who are due to make the Sacraments of Reconciliation (First Confession) and Eucharist (First Holy Communion). Visits to church have been organised and as always the children really enjoy them – thank you Father Michael and keep up the excellent work Mrs Snape.
- 7.3 Mrs Smith and Mrs Pimblett have continued to action the monitoring programme for Religious Education i.e. observing lessons; scrutinizing books; Pupil dialogue and checking the quality of display. Religious Education continues to have a high profile in school thanks to the hard work of all of the staff and especially Mrs Pimblett and Mrs Smith. *(Quality of teaching, learning and assessment)*
- 7.4 There is now a Governor audit which can be used to identify our strengths in Religious Education and areas that we need to develop. Mrs Smith, Mrs Pimblett and Mrs Lyon (R.E. Governor) will use this to monitor Religious Education. *(Effectiveness of leadership and management)*
- 7.5 As Governors are aware, we have to teach the children about "Sex Education" in school – appropriately for their age. "Journey in Love" assists us to do this and "Learning to Love" is due very soon which will have the appropriate definitions to use in a Catholic School. Updated information will

be provided for teachers and Governors on the C.E.S. Website. (*Effectiveness of leadership and management; Outcomes for learners*)

- 7.6 Assessment of Religious Education is currently being reviewed and the levels are being scrutinized. It is essential that the children use the “driver words”, develop the skills currently stated in the levels and that there is a consistency of assessment of Religious Education similar to the other subjects.
(*Quality of teaching, learning and assessment*)

- 7.7 Thanks to Father Michael, we had a wonderful, memorable visit from the Mother Theresa Sisters who kindly did an assembly for the children.

The staff all continue to work very hard and give above and beyond the call of duty to ensure that the children have the best opportunity to learn. They are in school early; provide extra support for children in their lunch times and do after school clubs for free, I cannot praise them enough!

It is wonderful that we have Governors who are so involved in the school who attend courses, market the school in the local area, visit classes, provide guidance, support and challenge – this is not the case for all schools and I would like to thank you all.

Thank you Mrs Hewitt for your patience and calm approach to the mountain of typing, photocopying and counting – it is a never ending challenge! Thank you Mrs Clarke for your dedication, professionalism and pastoral support, I would not be able to do my job without you. Thank you Mrs Smith for being an excellent Deputy Headteacher in every way, you work so hard and you are very skilled, I’m not surprised that the Collaborative are impressed by your work.

It has been a difficult two years for me personally and I would like to take this opportunity to thank Governors and Staff for the support and understanding that you have given to me, I really would not have been able to do my job without it. There has been a lot of discussion about the “Well being of Headteachers”, of late, mine has always been happy because of the support I receive- I am a very lucky Headteacher to work in this school with such supportive Staff and Governors. **THANK YOU.**

I hope that this Report has updated Governors about what school has been doing and is going to do – that it has been informative.

Please may I take this opportunity to wish you all a very happy, blessed
Easter?

Jeannette Grundy

Thank you
A very happy, proud Headteacher
Mrs J Grundy.