



Headteacher's report to the Governing Board

EXECUTIVE SUMMARY FROM THE HEADTEACHER

Significant updates since the last headteacher's report:

- New cohort of 20 reception pupils have integrated into school well, with 100% of parents respondents saying that their child has settled into school well or very well. 100% of respondents also stated that they received enough information before starting school. Respondents gave mixed reviews about the phased integration into school – this is an area to consider next year.
- Intervention timetable has been adapted and changed this half term – with all TAs working with their dedicated class to complete precision teaching 1:1.
- Whole staff training has taken place focusing on the best use of Teaching Assistants within the classroom – the impact of this is beginning to be seen. Whole school timetable has been tweaked to timetable dedicated handover time for class teams on a Monday morning – where teachers work PT, provision has also been made for PT teachers to have dedicated time with their class TA.
- Parents' Information Evenings in Reading/phonics/ Spelling, and in Maths have taken place. Parental attendance was not strong at these events – consideration re: how we engage parents and encourage them into school to hear key messages needs to be reviewed.
- Monthly safeguarding newsletters are now shared with parents and staff. Safeguarding information is also displayed in 7 minute reads across the school.
- Earlier opening time of 8.45 am has caused some initial lateness with a minority of families – these have been carefully monitored by the HT and letters re: lateness have been sent. Monitoring continues, and initial results look more positive.
- Concerns re: earlier drop off have not been repeated to HT.
- Subject Ambassadors for Geography/ History/ Science/ Computing have been allocated and children are beginning to take ownership of these leadership roles.
- Support staff pay rates have been increased to £19099 pro rata – with unions negotiating a £1925 blanket rise for all staff – this could impact hugely upon our budget as it is an unfunded increase.
- Teachers' pay and conditions have not yet been agreed by unions who are balloting on whether to take strike action on the 5% pay rise which they have been offered (again unfunded). We continue to await further details – but whatever the outcome, there will be significant impact upon the carry forward budget.

(Approximate costs from the bursar for the above pay rises subject to agreement £13k)

- All teaching staff have completed Equality and diversity training July 22.



SCHOOL IMPROVEMENT PRIORITIES

1. Embed the importance of metacognition to improve our learning.
2. Ensure that good progress is made in maths for both boys and girls (girls GDS focus)
3. Ensure that boys' attainment in writing is in-line with girls'.
4. Ensure our curriculum offer is ambitious for all including our SEND, PP and more able pupils (con. 2021-22)
5. Curriculum planning includes contextualised learning and links to develop contextual cultural capital (focus subjects RE /History/ Geog/ Science)
6. To continue to ensure all our pupils are staying safe (inc those with SEND) on line and in the physical world – contextual safeguarding focus (county lines focus esp Y5/6)
7. To continue to reduce the % of persistent absenteeism in small number of pupils, improve patterns for pupils with irregular attendance and ensure 32.5 hrs per week access time @school
8. Ensure the implementation of adapted positive behaviour policy
9. Re-establish close links across our school
10. To ensure we continue to support and encourage our pupils to make healthy choices in terms of their physical and mental well-being.
11. To ensure that fundamental British and School Values are explicitly planned for and also incidentally occurring as part of our school life.
12. Embed opportunities to learn about the protected characteristics – contextual focus
13. Understand our own local heritage and the impact of changes upon our local life styles and life choices.
14. Ensure all subject leaders have dedicated research and monitoring time to allow for effective monitoring of the intent, implementation and impact within their subject/s. (cont. 2021-2022) Prioritised focus on History, Science, RE/ Geography Phonics, English, Maths
15. Embed 2 year rolling curriculum KS1
16. Ensure all governors have a clear understanding based on first-hand evidence-based knowledge of the foundation curriculum offer for our pupils. (cont. from 2021-2022)
17. To ensure we are providing effective information for our parents to support the learning journey of our pupils at home and in school.
18. To establish positive reading routines to establish fluent reading
19. To further develop our expertise within support staff.
20. To ensure language development allows for access to further learning.
21. To support children (post COVID) to manage personal care
22. To ensure a variety of writing opportunities is available throughout all independent learning.
23. To ensure that all children access and develop writing skills

ADMISSIONS

Number of pupils currently on roll (including by year)	Pupil Numbers										
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years			
Pupils of this school	20	19	21	20	21	20	20	141			
Male	40.00% 8	63.16% 12	47.62% 10	60.00% 12	47.62% 10	35.00% 7	50.00% 10	48.94% 69			
Female	60.00% 12	36.84% 7	52.38% 11	40.00% 8	52.38% 11	65.00% 13	50.00% 10	51.06% 72			
Number who have joined the school	3 children have joined school this year (inward mobility) 2x Y3 1x Y4										
Number who have left	1 child has left school this year 1x Y3										



ADMISSIONS

Of the two children arriving, 1 has moved to the area and one has moved from a nearby school
The 1 child who left moved to an independent school.

ATTENDANCE

Actual attendance against target

Session Attendance Summary (05 Sep 2022 - 28 Oct 2022)

	Year R	Year 1	Year 2	Year 3
Attendance	96.54%	92.11%	92.78%	95.50%
Authorised	3.35%	6.96%	5.91%	3.48%
Unauthorised	0.11%	0.93%	1.31%	1.02%
Persistent Absence >=10%	3	6	4	0

	Year 4	Year 5	Year 6	All Years
Attendance	93.03%	97.82%	94.11%	94.47%
Authorised	4.57%	1.69%	4.84%	4.44%
Unauthorised	2.40%	0.48%	1.05%	1.09%
Persistent Absence >=10%	5	0	4	22

Our attendance target is *above 95%* - this current figure is close to this. Where there have been persistent absenteeism the HT and school secretary have monitored closely; last half term letters for absenteeism were sent to all families where attendance was less than 90%. We continue to monitor this attendance closely – working with outside agencies where appropriate.

Of the 19 children causing concern 17 have shown improving attendance this half term.

Of the 4 children with unauthorised absence of more than 10% - all 4 have been on holiday last half term. Attendance letters have been sent.

Attendance to date this year is an improvement on last year's attendance figures.

EWO meeting 16.11.22 – verbal feedback

SAFEGUARDING

Number of safeguarding incidents

Recorded Incidents from Sept 22 – Nov 22 = 31
Referrals to MARU from Sept 22 – Nov 22 = 1
Referrals to EHH – 1
Referral to ASD team – 1

Number of pupils with a child protection plan in place

0*
(* Section 47 assessment in place for 2 children)



SAFEGUARDING

Safeguarding training

All staff with the exception of 3 have received up to date safeguarding training (17.10.22) with county-verified safeguarding trainer

3 members of staff will use the NSPCC online training to update this year alongside working with VS to go through MBS policy and procedure.

VS has updated safer recruitment training

VS completed SEC8 – Designated Safeguarding Lead Safeguarding Update for Education Staff July 22

VS/AM booked onto PREVENT training January 23.

AM booked to attend safeguarding update – postponed due to COVID, rebooked for Jan 23

SPECIAL EDUCATIONAL NEEDS (SEN) AND LOOKED AFTER CHILDREN (LAC)

Number of pupils on the SEN register		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	SEND K)	(1)	3	2	2	6	6	5*
	SEND (EHCP)		1	1		1		1
<p>21% SEND national figure 13%</p> <p>3% EHCP national figure 2%</p>								
Number of LAC	<p>0% currently Looked after children</p> <p>1% post looked after children</p>							

BEHAVIOURAL REPORTS

Number of fixed term exclusions	0
Number of permanent exclusions	0

PUPIL PREMIUM GRANT (PPG)

Number of children currently entitled to receive PPG	14 children (FSM) 8 Service children
Current PPG allocation	£24,030



DETAILS OF INTERVENTIONS AND INNOVATIONS USING THE PPG
SEE PUPIL PREMIUM STATEMENT

SCHOOL PERFORMANCE AND STANDARDS 2021-2022

EYFS

Prime Areas of Learning

	Communication and Language				Personal, Social and Emotional Development						Physical Development			
	LA&U		S		SR		MS		BR		GMS		FMS	
	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected
	25%	75%	30%	70%	30%	70%	10%	90%	15%	85%	0%	100%	20%	80%
Girls (7) / Boys (13)		86% 70%		71% 62%		86% 43%		100% 77%		86% 77%		100% 100%		100% 70%
FSM (1)		100%		0%		0%		0%		100%		100%		100%
SEND (4)		100%		0%		0%		0%		100%		100%		100%
Serv. (3)		66%		66%		66%		66%		100%		100%		100%

Specific Areas of Learning

	Literacy						Mathematics				Understanding the World						Expressive Arts and Design			
	C		WR		W		N		NP		P&P		PC&C		TNW		CWM		BI&E	
	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected	Emerging	Expected
	20%	80%	20%	80%	45%	55%	15%	85%	15%	85%	15%	85%	15%	85%	10%	90%	0%	100%	10%	90%
Girls/Boys		86% 70%		86% 57%		71% 38%		86% 85%		86% 77%		86% 77%		86% 77%		86% 92%		100% 100%		100% 100%
FSM		0%		0%		0%		100%		0%		0%		0%		100%		100%		100%
SEND		50%		50%		50%		50%		50%		50%		50%		50%		100%		100%
Serv.		66%		66%		33%		66%		66%		66%		66%		66%		100%		100%

Good Level of Development (Expected in all areas) = 40% 4 Girls (57%) 4 boys (31%)



Year 1

Phonics Screening Check	
Pass	90%
Girls (10)/Boys (10)	100%/ 80%
SEND (3)	67%
PP (2)	100%
Serv. (1)	100%

+

Year 1	Assessment June 2021		Assessment December 2021		Assessment March 22		Assessment June 22	
Reading	WTS	35%	WTS	24%	35%	19%		
	EXS	65%	EXS	76%	65%	81%		
	GDS	15%	GDS	14%	10%	10%		
Writing	WTS	61%	WTS	43%	40%	24%		
	EXS	39%	EXS	57%	60%	76%		
	GDS	14%	GDS	9%	5%	5%		
Maths	WTS	19%	WTS	48%	30%	14%		
	EXS	81%	EXS	52%	70%	86%		
	GDS	19%	GDS	10%	5%	19%		

Year 2	Assessment June 2021		Assessment December 2021		Assessment March 2022		SATs (standardised SATs tests) June 22	
Reading	WTS	16%	WTS	63%	WTS	35%	21%	
	EXS	84%	EXS	37%	EXS	65%	79%	
	GDS	32%	GDS	0%	GDS	5%	16%	
Writing	WTS	42%	WTS	47%	WTS	35%	32%	
	EXS	58%	EXS	53%	EXS	65%	68%	
	GDS	5%	GDS	0%	GDS	0%	5%	
Maths	WTS	32%	WTS	37%	WTS	20%	26%	
	EXS	68%	EXS	63%	EXS	80%	74%	
	GDS	11%	GDS	11%	GDS	15%	21%	



Year 3

Year 3	Last Standardised Assessment (EYFS 2019)		Assessment Sept 2020		Assessment June 2021		Assessment Dec 2021		Mar-22	June 22	National average for year group 2019
	Mobility -2 children + 1 child		(after 5 months off school)								
Reading	WTS	30%	WTS	35%	WTS	30%	WTS	38%	38%	38%	
	EXS	70%	EXS	65%	EXS	70%	EXS	62%	62%	62% (2 v. close to Exs)	77%
	GDS	15%	GDS	15%	GDS	35%	GDS	10%	20%	20%	18%
Writing	WTS	30%	WTS	60	WTS	40%	WTS	52%	40%	43%	
	EXS	65%	EXS	40	EXS	60%	EXS	48%	60%	57%	72%
	GDS	10%	GDS	5	GDS	15%	GDS	0%	5%	5%	11%
Maths	WTS	30%	WTS	40%	WTS	35%	WTS	43%	40%	33%	20%
	EXS	70%	EXS	60%	EXS	65%	EXS	57%	60%	67%	80%
	GDS	20%	GDS	15%	GDS	25%	GDS	14%	15%	24%	15%

Year 4

Year 4	Last Standardised Assessment (EYFS 2018)		Assessment Sept 2020		Assessment June 2021		Assessment December 2021		Assessment March 22	Assessment June 22	National average for year group 2018
			(after 7 months @ school) (18 children)		(After 7 months at school) (19 children)						
Reading	WTS	21%	WTS	33%	WTS	21%	WTS	16%	15%	20%	
	EXS	79%	EXS	67%	EXS	79%	EXS	84%	85%	80%	71%
	GDS	11%	GDS	0%	GDS	26%	GDS	37%	30%	30%	15%
Writing	WTS	37%	WTS	56%	WTS	37%	WTS	31%	20%	45%	
	EXS	63%	EXS	44%	EXS	63%	EXS	69%	80%	55%	77%
	GDS	11%	GDS	0%	GDS	26%	GDS	0%	5%	10%	20%
Maths	WTS	21%	WTS	33%	WTS	32%	WTS	42%	30%	30%	
	EXS	79%	EXS	67%	EXS	68%	EXS	58%	70%	70%	78%
	GDS	32%	GDS	0%	GDS	32%	GDS	11%	10%	25%	11%

Y4 Multiplication Tables Check

- 79% 20 /25 or more
- 16% achieved full marks
- Of those with less than 20/25 2G 2B all with registered SEND



Year 5

Year 5	Last Standardised Assessment (KS1 SATS 2019)		Assessment Sept 2020		Assessment June 2021		Assessment December 2021		Assessment March 22		Assessment June 22	National average from KS1 SATS
Reading	WTS	30%	WTS	45%	WTS	25%	WTS	20%	WTS	30%	25%	
	EXS	70%	EXS	55%	EXS	75%	EXS	80%	EXS	70%	75%	72%
	GDS	20%	GDS	10%	GDS	15%	GDS	20%	GDS	25%	35%	
Writing	WTS	40%	WTS	20	WTS	30%	WTS	20%	WTS	20%	25%	
	EXS	60%	EXS	80	EXS	70%	EXS	80%	EXS	80%	75%	65%
	GDS	10%	GDS	20	GDS	10%	GDS	20%	GDS	10%	25%	
Maths	WTS	30%	WTS	25%	WTS	25%	WTS		WTS	30%	30%	
	EXS	70%	EXS	75%	EXS	75%	EXS		EXS	70%	70%	72%
	GDS	25%	GDS	5%	GDS	0% (coverage)	GDS		GDS	20%	35%	

Year 6

	Last Standardised Assessment (Ks1 SATS 2018) Current children		Assessment Sept 2020		Assessment June 2021		Assessment December 2021		Assessment March 22	June 22 – Standardised Tests (SATS)	National average from KS1 SATS
Reading	WTS	25%	WTS	22%	WTS	10%	WTS	20%	5%	5%	
	EXS	75%	EXS	78%	EXS	90%	EXS	80%	95%	95%	72%
	GDS	20%	GDS	5%	GDS	24%	GDS	20%	30%	30%	
Writing	WTS	25%	WTS	27%	WTS	20%	WTS	20%	20%	10%	
	EXS	75%	EXS	73%	EXS	80%	EXS	80%	80%	90%	66%
	GDS	10%	GDS	9%	GDS	10%	GDS	0	5%	5%	
Maths	WTS	25%	WTS	18%	WTS	19%	WTS	40%	20%	10%	
	EXS	75%	EXS	82%	EXS	81%	EXS	60%	80%	90%	72%
	GDS	15%	GDS	14%	GDS	29%	GDS	20%	20%	25%	

STAFFING INFORMATION

Class 1: EYFS -20 Year 1 - 10	Mrs Mogridge (Mon – Wed) Mrs French (Thurs-Fri) Mrs Evans (Mon-Thurs) 09:00 – 15:15 Miss Short TA 09:00 – 12.00 (M) 9.00 – 2.30 (T-F) Mrs E Lloyd 1:1 TA 09:00 – 15:15
Class 2: Year 1 – 9 Year 2 – 21	Mr Shainberg Mrs Armstrong TA 09.00 – 15.15 Mrs R Wilkes 1:1(Tuesday and Thursday) TA 09:00 – 15:15
Class 3 Year 3 - 19	Mrs Thomas (Mon-Wed) Mr Sanderson (Thurs-Fri) Mr Collier 1:1 TA 09.00 – 14.15 (+ intervention)
Class 4 Year 4 - 21	Mrs Wood (Mon-Wed) Mrs Medlin (Thurs – Fri) Mrs Stevens Mon - Fri 09.00 – 12.15



STAFFING INFORMATION

Class 5 Year 5 – 19	Mr Martin Mr Wilcox 1:1TA M-F 09.00 – 13.00
Class 6 Year 6 - 18	Mr Collinge Mrs Garland (Mon-Wed) 09.00 - 12.15 Mrs Pearson 1:1 TA Mon-Fri 09:00 – 12:15
PPA Cover	Mr Mutsaers – PE Classes 2/4/5/6 Mr Wilcox Class 5/6 Computing Miss Pearson CI 2 Music
Subject leadership cover	
Intervention	Mr Collier – Intervention as appropriate CI 4
	Mrs Stevens 13.00 – 14.30 CI 3 intervention
	Mrs Pearson Mon- Fri 13:00 – 15:00 Class 1 and Y2 intervention
	Mr Wilcox 13.00 – 15.15 TIS and CI5 intervention

REVIEW OF PERFORMANCE MANAGEMENT OUTCOMES

% EXCEEDS EXPECTATIONS	% EXPECTED	% REQUIRES IMPROVEMENT
0%	100%	0%

Next year, 2x members of staff will be looking to move into Upper Pay Scale.

EVALUATION OF SCHOOL'S CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

TYPE OF CPD	EXPENDITURE	IMPACT
Mr Collinge - NPQLT + Creative Partnerships	NPQLT are DFE funded course + 3x3 days' supply cost to school = £2250	To be completed by Sept 2023
Mr Shainberg - NPQLT		Short term impact: retention of very good teachers at MBS.
Mrs Thomas – NPQLT		Investment in up to date pedagogy
Mrs Mogridge - NPQEY	NPQEY – DFE funded + 3 x supply days £750	Ability to share learning across the team.
Mr Martin – Maths Hub		
Mrs Medlin – Maths Hub	Maths hub courses are DFE funded – no cover costs	TBC
Miss Short and Mrs Evan – Maths Hub		
Mrs Lloyd and Mrs Evans – EYFS		
Mrs Short – EYFS	Safeguarding cost £0	
Whole school safeguarding training		Staff compliant in training



EVALUATION OF SCHOOL'S CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

TYPE OF CPD	EXPENDITURE	IMPACT
Mrs Sanderson - PP evidence led practice	£299 + 4 days' supply costs £1000)	Re-adaptation of TA role in place 1:1 precision teaching in place.
Whole School Epilepsy Training	£630	Staff trained and able to identify and treat epileptic seizures

PARENTAL ENGAGEMENT

2x parent information sessions held last term – limited participation from parents

Reception parents' questionnaire – respondents positive about the school – consideration needs to be given to transition next year.

Whole school questionnaire shared after parents' evening WB 14.11.22 (Verbal feedback) – results to be tabled in the February 2023 report.

Welcome meetings held in each class in September were very well attended (at least 90% attendance)

Feedback from the earlier opening hrs. has been positive, with initial concerns appearing to have waned.

Parents keen to help raise money for the Y5/6 residential – holding cake bakes/ Halloween disco

PTA involved in school mural painting

FUTURE PROOFING

Future challenges:

- Budget – including the unfunded pay rises, continued uncertainty regarding the PFI utilities costs.
- Extra space in school for interventions and break out.
- OFSTED inspection imminent