|  |
| --- |
| **Whole School Pupil Profile = May 2018** |
| All Children | 271 | 100% | 116 | 37 |  |
| Boys | 136 | 50.20% | 50 | 3 |  |
| Girls | 135 | 49.80% | 91 | 56 | 1 |
| Pupil Premium | 11 | 4.10% | 108 | 46 | 1 |
| NOT Pupil Premium | 260 | 95.90% | 89 | 51 | 1 |
| Service Children | 46 | 17% | 40 | 24 |  |
| NOT Service Children | 225 | 83% |  |  |  |
| FSM | 8 | 3% |  |  |  |
| NOT FSM | 263 | 97% |  |  |  |
| SEN Support | 40 | 14.80% |  |  |  |
| EHCP |  | 0% |  |  |  |
| Statement |  | 0% |  |  |  |
| ALL SEN | 40 | 14.80% |  |  |  |
| NOT SEN | 231 | 85.20% |  |  |  |
| EAL children | 30 | 11.10% |  |  |  |
| NOT EAL children | 241 | 88.90% |  |  |  |
| In Care |  | 0% |  |  |  |
| NOT In Care | 271 | 100% |  |  |  |
| Autumn Born | 103 | 38% |  |  |  |
| Spring Born | 60 | 22.10% |  |  |  |
| Summer Born | 108 | 39.90% |  |  |  |

Attendance figures to date May 2018

|  |  |
| --- | --- |
| **ATTENDANCE 2017/2018** | **PUPILS** |
| ATTENDANCE | 95.4 |
| AUTHORISED ABSENCE | 4.2 |
| UNAUTHORISED ABSENCE | 0.4 |

**Restructure & Staffing**

The outcome from the recent restructure is now being finalised with HR visiting on May 14th to assist with the slotting in process and writing outcome letters to staff from both schools. Since the restructure started there have been several 1-1 meetings as well as whole staff meetings to ensure that staff have had every opportunity to voice their concerns or ideas. However, the end of the consultation period saw no comments forwarded to the Headteacher or HR and therefore the proposed structure will be adopted for September 1st 2018.

Several teaching assistants in the junior school have since found new opportunities and this has reduced the amount of redundancy to just the deleted posts and the dual post of School Business Manager. Clearly, it was the teaching assistants who felt most vulnerable as the proposed structure saw a reduction in hours, but this has now been avoided which a real benefit is moving forward. Once staffs from both schools are made aware of their new roles it is of course possible that we shall see some further reduction of staff. However, after analysing the preference forms given to each member of staff the vast majority are being placed in their favoured area.

**New staff for September and current situation**

Recruitment has gone well for September and we have successfully recruited 5 new teachers all with additional teaching & learning responsibilities:

* Mrs Anne Duncan will be the school’s leading practitioner for teaching & learning mentor,
* Mr Paul Tatum will be leading on mathematics,
* Miss Natasha Startup will be the Lead for English,
* Amy Cross will lead Curriculum Development & Design,
* Mrs Stefanie Beamish will lead Science and Modern Foreign Languages.

There have been no resignations prior to May 31st from the infant school, but Miss Taylor in the junior school has resigned her post. This now means that the school is currently requiring 1 fulltime teacher for September. We are hoping to recruit prior to the ½ term, although currently there has been no interest. If the school receives no applications it will be necessary to contact the NQT pool to see if there is a NQT who we could recruit and develop. Fortunately having recruited a teaching & learning mentor does ensure that the school has the capacity to ensure high quality training for our new NQTs and currently there are no NQTs in KS2 so this would be an acceptable position for September.

Mrs Newell, the recently appointed Year 1 teacher, has unfortunately suffered a period of illness and we are hoping that she returns after the ½ term. However, it could transpire that we are also, looking for another fulltime teacher. If this is the situation we will be challenged to find suitable candidates in this decreasing market.

**Policies**

As part of the amalgamation Chris Taylor from the LA has been visiting regularly to survey the whole site. His visits and questions have been thought provoking and have led to the school questioning its current access to the site arrangements. The attached policy has been developed to satisfy the LA that as a school we have a secure system known by all staff and parents which serves to keep the school site secure and only accessed by known adults. The new school front office will remain where the current infant office is and all children and parents will ONLY report to this area.

**Dress Code**

In September the two staffs will join as one and it is critically important that the same high expectations are shared by all. Therefore in order to develop a shared professionalism the dress code has been updated to ensure that all staff are appropriate and professional in their appearance. There is an appendix with images to clarify suitable and unsuitable attire as it has been noticed by myself and others that there is a wide range of dress across both schools with some neither appropriate or safe. This policy will be given to staff in July so that they are fully prepared for September.

**Safeguarding audit**

The junior school has recently required a safeguarding audit to provide a clear overview of any concerns so that the SLT and GB can address these going forward. This will remain an area for regular review in the first academic year so that we can be confident that safeguarding systems, procedures and day-to-day care are at least good. With this in mind this would be excellent area for the GB to monitor especially in terms of day-to-day care.

**SATS & Phonic**

KS1 SATS are being held from Monday 21st May and will be completed by May 24th. Teachers have liaised with the SLT regarding their timetable and the provision that children will need in order to have the opportunity to do their very best. Teachers in Year 1 have also started to consider the arrangements and timetable for the phonics testing in June.

The LA always requests that the school sends their timetable so that if we are one of the monitored schools they can plan their visit accordingly. These are random unannounced visits and are used for QA.

I have disapplied one child from the KS1 SATS as they would not be able to answer the questions. The extract below gives the criteria to a school which allows a Headteacher to disapply a child.

**2018 Assessment and Reporting Arrangements for Key Stage 1 statutory Assessments**

***Pupils who shouldn’t take the tests Pupils shouldn’t take the tests if any of the following apply:***

• they have not completed the relevant KS1 programme of study

• they are working below the overall standard of the KS1 tests (and are considered to be unable to answer the easiest questions)

• they are unable to participate even when using suitable access arrangements

**EYFS Moderation**

The LA has already notified the school that we will be receiving a moderation visit and this will entail the LA moderation team examining the children’s evidence. Teachers will have the opportunity to discuss and provide evidence for the children and their assessment will hopefully be agreed. Where assessments are not agreed a professional conversation will take place to finalise an agreed assessment. Emma Batten has provided the RYFS team with considerable opportunities for in house moderation and she is also a moderator for the LA. Therefore we are expecting a good moderation where our evidence is both secure and an accurate reflection of the child’s ability.

**KS1 Core attainment End of Spring data**

**Year 1 Writing Assessments End of Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments recorded** | % | **Pupils** | **Cumulative** |
| WT  | 2.7% | 2 | 2 |
| Y1E #1  | 9.5% | 7 | 9 |
| Y1E #2  | 13.5% | 10 | 19 |
| Y1D #1  | 4.1% | 3 | 22 |
| Y1D #2  | 62.2% | 46 | 68 |
| Y1S #2  | 8.1% | 6 | 74 |

**Year 1 Reading Assessments End of Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments recorded** | % | **Pupils** | **Cumulative** |
| WT  | 1.4% | 1 | 1 |
| Y1E #1  | 9.5% | 7 | 8 |
| Y1E #2  | 10.8% | 8 | 16 |
| Y1D #1  | 4.1% | 3 | 19 |
| Y1D #2  | 48.6% | 36 | 55 |
| Y1S #2  | 25.7% | 19 | 74 |

**Year 1 Mathematics Assessments End of Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments recorded** | % | **Pupils** | **Cumulative** |
| WT  | 6.8% | 5 | 5 |
| Y1E #1  | 8.1% | 6 | 11 |
| Y1E #2  | 8.1% | 6 | 17 |
| Y1D #1  | 2.7% | 2 | 19 |
| Y1D #2  | 62.2% | 46 | 65 |
| Y1S #2  | 12.2% | 9 | 74 |

**Year 2 Writing Assessments End of Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments recorded** | **%** | **Pupils** | **Cumulative** |
| Y1D #1  | 1.3% | 1 | 1 |
| Y1D #2  | 1.3% | 1 | 2 |
| Y2E #2  | 10.4% | 8 | 10 |
| Y2D #2  | 58.4% | 45 | 55 |
| Y2S #2  | 3.9% | 3 | 58 |
| Y2D #3  | 18.2% | 14 | 72 |
| Y2D #3  | 3.9% | 3 | 75 |
| Y2S #3  | 2.6% | 2 | 77 |

**Year 2 Reading assessments End of Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments recorded** | % | **Pupils** | **Cumulative** |
| Y1D #1  | 1.3% | 1 | 1 |
| Y1S #2  | 1.3% | 1 | 2 |
| Y2E #2  | 5.2% | 4 | 6 |
| Y2D #2  | 46.8% | 36 | 42 |
| Y2S #2  | 7.8% | 6 | 48 |
| Y2S #2  | 6.5% | 5 | 53 |
| Y2D #3  | 7.8% | 6 | 59 |
| Y2D #3  | 10.4% | 8 | 67 |
| Y2S #3  | 2.6% | 2 | 69 |
| Y2S #3  | 1.3% | 1 | 70 |
| Y2D #4  | 3.9% | 3 | 73 |
| Y2S #4  | 5.2% | 4 | 77 |

**Year 2 Mathematics Assessments End of Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments recorded** | % | **Pupils** | **Cumulative** |
| Y1D #1  | 1.3% | 1 | 1 |
| Y1S #2  | 1.3% | 1 | 2 |
| Y2E #1  | 1.3% | 1 | 3 |
| Y2E #2  | 7.8% | 6 | 9 |
| Y2D #2  | 49.4% | 38 | 47 |
| Y2D #2  | 7.8% | 6 | 53 |
| Y2D #3  | 23.4% | 18 | 71 |
| Y2D #3  | 6.5% | 5 | 76 |
| Y2D #4  | 1.3% | 1 | 77 |

**Pupil Premium Progress whole school FS1 – Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Name* | ***Baseline:Earliest assessment recorded this academic year*** | ***End point:Latest assessment recorded this academic year*** | *Progress* | *ExpectedProgress* | *ProgressComp* | *Slow Mover* |
| *Assessment* | *ARE* | *ARE Comp* | *ARE Comp* | *Assessment* | *ARE* | *ARE Comp* | *ARE Comp* |
| *1* | *ELG Met 9* | *40-60 Secure 9 [YR:9]* | *0.0* | *=* | *Y1D #2 11* | *Y1D 11 [Y1:5]* | *0.0* | *=* | *+2.0* | *+2.0* | *=* | *NO* |
| *2* | *22-36 Secure 3* | *22-36 Secure 3 [YN2:0]* | *0.0* | *=* | *30-50 Develop 5* | *30-50 Develop 5 [YN2:5]* | *0.0* | *=* | *+2.0* | *+2.0* | *=* | *NO* |
| *3* | *40-60 Enter 7* | *30-50 Secure 6 [YN2:9]* | *+1.0* | *+* | *40-60 Secure 9* | *40-60 Develop 8 [YR:5]* | *+1.0* | *+* | *+2.0* | *+2.0* | *=* | *NO* |
| *4* | *30-50 Secure 6* | *30-50 Secure 6 [YN2:9]* | *0.0* | *=* | *40-60 Enter 7* | *40-60 Develop 8 [YR:5]* | *-1.0* | *-* | *+1.0* | *+2.0* | *-* | *YES* |
| *5* | *40-60 Develop 8* | *40-60 Secure 9 [YR:9]* | *-1.0* | *-* | *Y1D #2 11* | *Y1D 11 [Y1:5]* | *0.0* | *=* | *+3.0* | *+2.0* | *+* | *NO* |
| *6* | *22-36 Enter 1* | *22-36 Secure 3 [YN2:0]* | *-2.0* | *-* | *30-50 Enter 4* | *30-50 Develop 5 [YN2:5]* | *-1.0* | *-* | *+3.0* | *+2.0* | *+* | *NO* |
| *7* | *Y1S #2 12* | *Y1S 12 [Y1:9]* | *0.0* | *=* | *Y2D #2 14* | *Y2D 14 [Y2:5]* | *0.0* | *=* | *+2.0* | *+2.0* | *=* | *NO* |
| *8* | *ELG Met 9* | *40-60 Secure 9 [YR:9]* | *0.0* | *=* | *Y1D #2 11* | *Y1D 11 [Y1:5]* | *0.0* | *=* | *+2.0* | *+2.0* | *=* | *NO* |
| *9* | *30-50 Secure 6* | *30-50 Secure 6 [YN2:9]* | *0.0* | *=* | *ELG Almost Met 8.5* | *40-60 Develop 8 [YR:5]* | *+0.5* | *+* | *+2.5* | *+2.0* | *+* | *NO* |
| *10* | *Y1D #2 11* | *Y1S 12 [Y1:9]* | *-1.0* | *-* | *Y2D #2 14* | *Y2D 14 [Y2:5]* | *0.0* | *=* | *+3.0* | *+2.0* | *+* | *NO* |
| *11* | *30-50 Secure 6* | *30-50 Secure 6 [YN2:9]* | *0.0* | *=* | *ELG Almost Met 8.5* | *40-60 Develop 8 [YR:5]* | *+0.5* | *+* | *+2.5* | *+2.0* | *+* | *NO* |