**FGB Spring report 2022**

**Reports which need to read alongside this report are:**

* Phonics strategic development
* Improving outcomes in writing
* SEND Report
* Pastoral Lead report
* Headteacher’s report SATS predictions 2022 Y6
* Updated SEF Feb 2022

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Characteristics in school**  **Exclusions = 0**  **Attendance Whole school attendance as of 27-1-22**  **= 93.88% with C19 data without C19 whole school attendance = 95.24%** | | | | | | | | |
| **Year** | **Pupil**  **Total**  **480** | **Boys**  **248** | **Girls**  **232** | **FSM**  **35 =7%** | **Not W/Brit**  **144 = 30%** | **EAL**  **78 = 16%** | **SEND**  **67 = 14%** | **CP or CIN**  **4 = -1%** |
| **FS1** | **22** | **16** | **6** | **0** | **7** | **5** | **1** | **0** |
| **FS2** | **82** | **40** | **42** | **4** | **24** | **16** | **9** | **2** |
| **Y1** | **63** | **31** | **32** | **6** | **26** | **14** | **9** | **1** |
| **Y2** | **57** | **28** | **29** | **3** | **22** | **14** | **10** | **0** |
| **Y3** | **67** | **42** | **25** | **5** | **13** | **5** | **9** | **1** |
| **Y4** | **64** | **31** | **33** | **5** | **17** | **9** | **10** | **0** |
| **Y5** | **69** | **37** | **32** | **4** | **18** | **7** | **8** | **0** |
| **Y6** | **56** | **23** | **33** | **8** | **17** | **8** | **10** | **0** |

**Covid update**:

Prior to the Christmas break we had started to see the impact of the new Omicron variant with both pupil and staff absence increasing in the final two weeks of the aut term. Since returning in January the school has had significant staff absence which has resulted in the school having to implement our management outbreak plan within days of returning.

Nursery & Reception have seen virtually every member of staff away due to Covid within a three week period and therefore this has had an enormous impact both on EYFS and Key stage 1 (KS1). Support staff from KS1 classes have had to be redeployed to keep our EYFS classes open and this has seen teachers left without support.

The staffing challenge is further exacerbated by both the high level of SEND within both EYFS & KS1, with two pupils in KS1 requiring 1-1 support, and the statutory ratio for younger pupils. These additional pressures have made the first month incredibly challenging and currently absence level show no sign of abating. Since returning the school has had 36% of staff absent across the school, meaning that we are trying to run at 66% staffing.

DFE on January 24th **Update to the contingency framework for education and childcare settings**

On Wednesday 19 January the Prime Minister announced that from Thursday 27 January, face coverings will no longer be recommended in communal areas for staff, and pupils and students in year 7 and above. Face coverings are already no longer recommended in classrooms and teaching spaces for staff, and pupils and students in year 7 and above. The [contingency framework](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings?utm_source=13%24January%202022%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19) has been updated to reflect these changes. All settings should continue to seek public health advice if they are concerned about transmission of COVID-19 in their setting and are considering additional measures, either by phoning the DfE COVID-19 helpline on 0800 046 8687 (option 1, then option 1 again) or in line with other local arrangements. The [contingency framework](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings?utm_source=13%24January%202022%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19) gives more detail about when to seek public health advice.

Bracknell Forest Council in partnership with the health [protection held a meeting on Monday 24th January to address the increasing transmission rates across the borough and the rate of transmission between 4 – 10 year olds was the highest it has ever been. This rightly cased concern for the headteachers on the meeting removing some of our protective measures at such a time seems ludicrous. Therefore BFC are supportive of schools who wish to keep all measures currently in place until the end of the spring term. The measures within our school do not inhibit the quality of education, but lack of staff most certainly does.

There has been one parental concern raised around C19 restrictions within school but I have written to her and the teacher has explained that the majority of the restrictions do not impact on the child in class. I think they were under the impression that there was no movement around the class and this is not the case. Children within their year group have freedom to use resources and move around their class as they would pre C19. Additionally, many of the measures will remain place long term as they actually provide a better environment for the children e.g. year group playtimes.

The lack of staffing across the school has made the start to 2022 a difficult one with staff across all year groups feeling the strain as their plans are continually having to change to meet the whole school needs. Training for some of our newer teachers has had to be cancelled as there is limited supply to cover them and with staff absent any additional staffing is again being redeployed. The ability to release teachers to further their development within school has been priority, but it is still a challenge with plans constantly having to be reassessed.

February half term will be needed by the staff as I think they are all feeling the strain of C19 since returning from the Christmas break. Strategic plans have once again become lost and development work planned has to be put on hold in order to simply open the school. Hopefully we will return to brighter and lighter days for the second half of spring term.

**INSET dates for 2022 – 2023**

Once again I propose to use two for training and three to be used throughout the year to provide additional directed time after school to really focus on supporting high quality education and outcomes for our pupil. Currently the offset time is being used to provide three weekly catch up sessions for 12 children across Y3 – Y6, Year group planning time to consider differentiation and questioning in KS1 with EYFS having additional time allocated to constantly consider how to enhance the provision and environment.

For parents it means that they can book holidays earlier than most as they could fly/ drive off on the Tuesday afternoon saving considerable money and helping to improve our attendance even further as the need to take holiday in term time is reduced.

**Proposed dates for ratification:**

Autumn term Thursday 1st (BFC=1) & Friday 2nd September (2) children return Sept 5th Staff on site training

Summer term Wednesday 19th, Thursday 20th & Friday 21st Off set throughout the year to address SDP and training needs.

**Reception cohort 2022-2023 Early number allocation**

There has, as you are aware, been a concern raised by BFC regarding the falling pupil numbers over the past few years. Their concerns remain and recently we received our initial early allocation which is around 15 pupils lower than last year. Of course these are early days, but it does indicate that the decrease in pupil numbers looks likely to have some impact this year.

The allocation does suggest numbers which are still likely to take us above sixty which will require three teachers regardless, due to class size rule for EYFS & KS1. With this in mind the small classes in place this year in response to C19 and to support catch up will need to be re-evaluated against the budgetary constraints moving forward.

**SEND Provision**

In December the school received a pupil from Brunei who had severe and complex learning needs. The child had only ever accessed up to two hours education a week and the army had fully funded support for the child. In Brunei the child had had assessments and these were received in a timely manner and shared with the school by the father at an initial meeting.

On receiving the pupil’s documents it was immediately evident that their needs were at a level which were probably beyond our expertise, but we made considerable adjustments in preparation for their arrival. In anticipation the educational Psychologist had already been contacted to visit and assess and advise us on how best to support the pupil.

It was apparent after the first few days on a significantly reduced timetable of 2 hours that the child was unable to cope. The school immediately met with the parent and further support from BFC was sought. It is pleasing to inform you that the pupil has now been accepted at an assessment centre – the Link to undertake the necessary assessments to provide the evidence for the EHCP. When this has been completed the pupil will, I imagine, be placed at a specialist school.

Throughout the assessment and placement procedure they will remain as a dual registered pupil with CTPS being the lea school. Throughout the period of time that the child remains at the other school there will be regular meetings to ensure that there is a shared understanding of their progress moving forward. The provision is unlikely to start before half term due to due diligence checks and the transport arrangements being put in place.

You will also recall that last year the school took a pupil on a managed move although the move rapidly broke down. Since then the child has remained outside of the education system. Myself and the team around safeguarding have continually shared and contributed to meetings in an attempt to reintegrate the child, but without success. The child is accessing Play therapy through school although this is often not accessed either due to the severity of the child’s behaviour.

The school is submitting an EHCP request, although this is still in the assessment phase. The child has 0% attendance which is most concerning. The school has offered several different arrangements to support the reintegration of the child, although none have been successful. We are now working closely with a therapeutic teaching school – Harmony- who are joining up with children’s social care (CSC) to begin some off site work with the child. The school has successfully gained additional funding of £1600 to help fund this alternative provision.

**SAFEGUARDING UPDATE**

At the curriculum meeting Mrs Mitchell gave a thorough update on the activities taking place to support safeguarding at CTPS and on January 27th Mrs Bentley, our safeguarding governor has now also met with her to consider safeguarding across the school and how we are moving this forward. Please refer to Mrs Mitchell’s report as detailed on the top of this report.

**Resetting expectations**

Since returning in September the school has been in a state of vary levels of disruption. With eight new teachers and many new support staff ensuring consistency has of course been a critical part of our work. Leaders across the school have regularly been undertaking book looks, class drop ins and planning scrutinises. The triangulation of evidence has alerted leaders that the high standards in planning, presentation and consequently pupil outcomes has declined since pre C19.

Notably our inexperienced teachers’ across the school are finding certain aspects of planning for learning challenging; this has been particularly noticeable in the planning of writing. In response to this staff are currently being supported by experienced staff, Mrs Duncan and Mrs Nixon, to show how to plan to ensure national curriculum coverage, engagement and best opportunities for writing.

We want every teacher to know how to effectively plan for writing and therefore individual training and practise is required in order for them to develop this crucial skill. Where necessary teachers will be supported over the next ½ term and summer term in developing their own lesson plans as opposed to sharing a group plan which may not be of the bet quality. This work is proposed to commence in February and has been given the highest priority.

Presentation has been noted as requiring improvement, we noted book covers had been drawn on, lines not constructed with a ruler, handwriting generally poor and some adult writing did not model writing which was legible to pupils. This position was discussed within SLT and as a consequence a presentation guidance document has now be implemented. Further monitoring of books will of continue and this would be a good monitoring vehicle for the GB to undertake. The presentation guidance has been upload to the governor zone for you to refer to.

Within the new guidelines for phonics it has been suggested that Reception children should learn to form simple individual letters prior to including lead-in and exit strokes. In light of this, as well as the recent decline in pupil presentation, we have purchased a whole school writing scheme to support both. The scheme will be rolled out after half term with weekly training for all phases. This again gives absolute clarity on expectations for both pupils and staff which we feel is needed to ensure consistency within classes and year groups.

**Data drop Feb 4th**

Data due on Feb 4th and a data update will be uploaded to the Governor section on Friday 4th February for you to consider prior to our meeting on the 7th.