**Staffing**

**NQT support**

Anne Duncan continues to ably support our NQTs and each of them has contributed to their current development plan. Both Alex and Emma support Anne in determining and providing the additional necessary support for their individual NQTs. Their progress is evident and it is rewarding to see them all beginning to manage their own classrooms reflecting their own personality. All are progressing well and are set to pass their second assessment at Easter.

**Teacher development**

The Leadership Team has been evaluating the quality of teaching to enable us to devise training which develops both new and experienced members of our teaching team. We used the teacher standards to determine the strengths and areas for further development for each teacher and came up with both an individual training plans for some staff based on their specific needs, but also generic areas to further develop, such as writing.

Clearly, more experienced teachers have development areas focussed on contributing to the wider school, such as Mr Tatum and Mrs Beamish. Both of whom are currently studying in specific areas to further enhance their own skills. When their studying is completed they will further enhance the school with their expertise in mathematics and special educational needs.

The personalisation of the plan also utilises the leaders as coaches as well as mentors for the staff which has already proved positive in establishing policy into practice. The plan is also aimed at providing ‘on the job’ training through team-teaching. This is important as it will be delivered throughout the teaching day without the requirement to attend after school meetings. Workload continues to be an ever increasing issue and while there are inevitably financial implications to this plan they outweigh the cost of long term sickness, poor performance or new teachers leaving the profession before they get to grips with it.

**TA Training**

Running alongside the teacher development there has already been some work undertaken to enhance the skills within our teaching assistants. To date Mr Tatum has delivered several maths sessions and there are more planned to support teaching assistants feel confident in their role. Mr Peaple is also going to be working on this aspect of staff development too. Teaching assistants have been asked to undertake the end of term assessments in mathematics as a way for them to recognise any gaps in their own knowledge as well as to prepare for them what they will be expecting from the children.

**ELSA training** is for teaching assistants who want to be able to develop and deliver emotional literacy support programmes for pupils who have difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.

The school already has one trained teaching assistant and we now have enrolled another teaching assistant, this time from KS1. To complete the training. With such a focus on mental health I believe as a school, we really do need to embrace anything which enables our young children to be confident and emotionally strong.

**Resignations**

Currently the school has received 3 TA resignations. One has already left and one has planned to leave in mid-March. We have placed adverts to address both and plan to hold interviews in the first week of March. Due to falling numbers and the purpose of one post (SEN provision for Y6 child) both are offered on a temporary basis until August 31st.

You may recall that Mrs Faircloth is currently supporting several EHCP applications and these pupils are requiring significant support. Therefore if the application are successful we shall be looking at how we will support these children next academic year in terms of 1-1 support. However, in the meantime this is placing additional pressure on the school especially when others are absent. This has been reduced by other part time staff increasing their hours on a temporary basis.

**Recruitment**

Our two new teaching assistants’ are Mrs Turner and Mrs Daas. Both have settled well despite their job roles changing significantly since they were initially interviewed. I am pleased to say that despite these changes they are settling into the school system very well. Mrs Faircloth has been ensuring that they are adequately supported and checks in with them regularly.

We have also been able to welcome back a former member of the lunchtime staff which has helped to provide safer lunchtimes. In addition to this we have now been able to open the recreation Room as a teaching assistant is now working through until the end of lunch. It has been good to see this resource eventually become more used for a wider selection of our pupils.

**Working beyond our school**

The school continues to provide support and direction to other schools through various commissioned work. Anne in her role as NQT mentor has been supporting the Forest Learning Alliance in developing their program and Alex will support KS1 moderation once more. Jade and Emma are working with selected schools as outlined below.

**Lead SENCO**

St. Michael's Sandhurst:

Feb 1/2 term 2019-Summer 2019:

Supporting SENCo with monitoring, setting up IEPs and provision maps.

Looking at evidence gathering for EHCPs and setting up teacher progress meetings.

Tracking of interventions-looking at progress and how evidence is gathered.

This work was completed prior to September when the new Headteacher took up post.

New Scotland Hill:

Autumn 2019- Spring currently:

Supporting SENCo with differentiation across the school-delivered staff inset and scrutinised work.

Look at SEND review tool.

This work has only just started and is planned to run throughout the year.

**LA EYFS support**

Binfield Primary School

Binfield requested our support in the summer term. The headteacher was mindful that they had recently had a high turnover of staff and as a result a new team would be forming in September under new leadership.  The support that Mrs Britton has provided has focussed on developing leadership along with planning and further enhancing their environment.

Prior to the summer break Mrs Britton had worked with the school discussing planning formats, long term plans and environment expectations.  In the autumn term this was work was started. The support continued into the Spring term and was completed recently following a follow-up learning walk with feedback which demonstrated good progress.

Meadow Vale Primary School

In her role as Lead Practitioner for Bracknell Forest Mrs Britton has been paired up with Meadow Vale.  They have a new EYFS Leader who has never had this role before.  This work has only just started and already two visits have been undertaken. The work again is concentrating the learning environment,, ensuring structure through timetables and planning to support best outcomes and engagement for young children. The next visit will be staff training and is scheduled in late February.