

Head teachers Report to Trustees

Autumn 2021 first half term

Introduction

Before updating Trustees on the new academic year there are a number of issues to report about the end of the summer term. Sadly, Covid cases did increase in the last few weeks of term and several classes did have to self-isolate again but on our very last day all our classes were back on site which allowed some closure to the year.

The increase in cases through July did mean a number of events could not happen, including a leaver's production to parents and the leavers disco but much as we did all year, we adapted. After a second disrupted year, which included another two-month lockdown and significant limitations on how we could operate, we were at least able to say goodbye to all our pupils before the summer holiday and to year 6 in particular.

We filmed three versions of the leaver's production, eventually held a leavers disco on 17th Sept which 120 pupils came back for and held a leavers assembly just for year 6.

The end of year was a positive experience despite many barriers along the way.

Our planned summer school did not take place in the end due to lack of interest amongst parents. Despite 180 offers only 18 parents accepted a place across the whole four-week period. The holiday school was simply not viable but under the circumstances perhaps understandable. I think parents and pupils just needed a break.

The Tree Tops holiday club still ran with 100 pupils attending and a number of funded places offered to vulnerable and pupil premium children.

We took advantage of the situation and the site team worked through a redecoration plan. Pete Forsey and Emma Turner worked hard to ensure that over the holiday the two year 3 classrooms that were badly damaged by flooding towards the end of the term were completely refitted and repaired.

During the summer break, the dfe provided new guidance on Covid risk assessments and the steps schools were required to take. This guidance allowed a considerable scaling back of measures. Perhaps most importantly we no longer needed to organise the school into bubbles, stagger school times and play times nor send whole classes home to self-isolate if we had a positive case on site.

In effect in September we returned to almost complete normality.

Staff returned a day early on Tuesday 31st August in order to allow year 3 pupils back on 1st September. Having no other year groups on site meant our new starters had a calm first day and the chance for an induction. Many of our year 6 mentors volunteered to come in as well to help support and settle the new pupils and as always, they did a great job welcoming our new children.

All our pupils made a fantastic start to the new year and contended with another round of considerable change. The return to normality at school was certainly welcome but of course very different to the regimes of last year so our pupils returned to a positive but different environment.

This included no zones at play time, the entire school out at single break and lunches served in hall.

Our extended curriculum is also underway with both lunchtime sports clubs and after school clubs back as normal. 524 children are attending at least one extracurricular/lunchtime club each week with 196 attending more than one each week. All targeted children attending lunchtime physifun club accepted a place and are enjoying a weekly physical activity.

Whilst this allows us to return to all our normal pre Covid practice and high-quality curriculum offer we still need to manage Covid and disruption is considerable. Delivering our normal service and curriculum does not mean school life is back to normal. At this stage in the term we have already had 32 positive cases amongst pupils and 3 staff cases. This is considerably more than we had all last year and we are only 5 weeks in to term.

I did alert Trustees to the fact that we also had an outbreak at school, which constitutes 5 or more connected cases. This meant for a short period we had to follow our escalation plan and reintroduce a number of measures.

Since Covid is clearly far from over home learning remains available.

Next steps

- 1.To closely adhere to our risk assessment
- 2.To successfully and safely deliver the planned events
- 4.To offer a high-quality home learning offer should it be required
5. For SLT to track numbers daily and monitor
6. To seek parents' feedback in forum

Covid recovery programme

Aside from the risk assessment and practicalities presented by Covid, we continue to focus on our recovery programme to plug any gaps caused by the disruption and home learning blocks children have faced over two consecutive academic years.

Thanks to the considerable efforts of the entire staff team last year small numbers of pupils did not make expected progress. These pupils are all in at least one booster / intervention.

Number if pupil NOT making expected progress

	Reading	Writing	Maths
Current year 4			
Low prior	9	5	7
Mid prior	6	5	14
High prior	2	1	4
Current year 5			
Low prior	7	7	5
Mid prior	0	2	3
High prior	9	3	3
Current year 6			
Low prior	1	3	2
Mid prior	5	2	8
High prior	9	3	10

One of our key SDP targets is that every child on this list catches up, so makes 3.5 points progress or more this year depending on their loss.

Separate to this, we have pupils who made expected progress last year but we have targeted to move attainment bands with some low prior attainers targeted to achieve expected by the end of the year and some mid prior attainers targeted to achieve above expected. We use GL assessment data to guide which pupils to target.

To deliver these challenging outcomes we have created a four-tier system –

1. Quality first teaching in class
2. In school interventions
3. After school boosters (94 pupils)
4. At home on line tutoring through National Tutoring Programme (28 pupils)

Elaine Cole will lead on our catch up and tutoring programme. She will also consider if in addition to the steps above we can make use of the screencastify lessons created during lockdowns. We have literally hundreds of pre-recorded lessons that we may be able to use as pre-teaching or revision materials.

Next steps –

1. For school provision map to record all pupils attending as evidence of our provision

Monitoring

We continue to sample work to gauge standards, outcomes and consistency across the year teams. Even at this early stage activity includes

- Learning walks
- Year leaders have book sampled maths and sampled planning in topic
- Formal observations have already taken place focusing on Whole Class Reading,
- Every pupil premium child's books have been called in and viewed
- SLT met with all year leaders to run through their data analysis and action plans
- Literacy and Numeracy co ords looked at all data

We have already benefitted from two SIP visits by Kim. The first was a typical school review meeting where she spent five hours with me and Craig considering our data, monitoring findings, SDP and early activity. Kim has submitted a report on her activity.

Her second and most recent visit was to interview and coach a number of our leaders in preparation for OFSTED.

I have shared pupil survey results from July 21.

Next steps

2. Use recently created grid of writing exemplars to inform teacher judgements about recent writing and which children have met the age appropriate standard for Autumn term.
3. New LSAs to peer observe a colleague
4. Year leaders to observe all boosters and interventions in their year group

Assessment and record keeping

GL assessments completed in July 21 have already been studied extensively to identify pupils who would benefit from additional support, direct interventions and inform planning. This information is now stored on INSIGHT allowing a single access point to all pupil information.

Year leaders have used it to identify pupils who did not make expected progress or are working below the age-related expectation. This has allowed them to identify pupils for support.

It has also allowed year teams to use question level analysis to see what specific objectives pupils struggled with so we know where to build in more revision time and where it might be valuable to go back to prior learning to cement understanding before tackling the year appropriate objectives.

Subject leaders for literacy and numeracy have studied data for year group but also whole school trends which has informed their action plans.

Individual data reports have been linked to pupil premium profiles and SEND support plans so teachers can really personalise the individual learning plans for these pupils.

Next steps

1. Start using INSIGHT mark book
2. Support staff with the implementation of the new system
3. Timetable increased regular work moderations in PPA for Autumn onwards
4. Gather any missing exemplars so each writing module has examples for reference linked to our overview

Curriculum

Craig and I met all subject leaders to direct and agree their activity and next steps this term. It is important that we continually review and adapt our planning and resources so there is always work to do.

Early in the term our phase leaders held an assembly to relaunch and remind our pupils about the Cleves learning behaviours. These are obviously used, referred to and reinforced in class every day.

This was followed shortly after by a launch in assembly to our new Cleves Values. Kate Glenon is leading on this launch and has worked very hard. Staff have been well briefed and Kate shared a booklet with parents to fully explain the background to the revamped values and how we will use them.

Every subject leader has studied medium term plans for their subject area and identified legitimate links to our new values to ensure they are regularly referred to and linked to learning rather than mentioned in isolation and occasionally .

All staff are now delivering our whole class reading model although focus reading groups using ability linked materials continues alongside this. Next steps included -

Guided Reading Symbols.

- Discussion as to whether they are redundant or should be used. All in agreement that they are used to help teachers craft a variety of questions and used in teaching language.
- They are not to be used as a digital resource i.e image on slides. Reasoning behind this is that trying to keep prep to the basics.

Texts

- Children's texts: Pupils should always have their own copy of the text. This is to be stuck in the reading journal/WCR exercise book. Can't be shared.
- Teacher text: Needs to be annotated especially when completing the jump in and out and individual reading, annotating which parts the teacher/class are reading and also with the pupils who have been selected to read.

LSAs

- When individual reading, LSAs/teachers to keep a tick sheet as to who has read aloud.
- To work with a group of pupils/pupil ensuring they are kept on task and helping with questioning.
- Never be passive.

Annotation

- Need to give time for children to annotate
- Teachers should model how to annotate/underline the answers to the questions so that pupils are able to use this information in their answers/finding evidence from the text.

A new reading framework was released towards the end of July and we have picked up on some new best practice ideas that will further develop our approach . One suggestion is that reading materials for the less able, struggling readers should link to phonics teaching in class each week. Whilst this is more relevant to Infant departments where phonics skills are being introduced the principle still applies to some of our readers in the lower school who still do not have secure phonics skills. We have therefore introduced some new reading materials that link in each week with the phonics teaching delivered through Sounds Write.

There has been a significant shift in the expectations and content in RSE (Relationships and Sex Education) which is now about far more than a number of sex education lessons. This subject area now allows us to focus more on a range of relationships including friendships and family relationships. Furthermore, it allows us an important opportunity to explore a range of family models all of which are relevant, equal and present at Cleves. A detailed audit document makes it evident that almost every subject area includes some RSE content.

Our music scheme has changed as well as we move away from Music Express to Charanga. Rather than pre-empt the Trustees music visit I will leave Johnny Kilhmas to report on the changes being introduced.

The restrictions forced upon us by Covid last year meant we had no choice but to move away from ability sets to a class maths model. We have started a whole staff maths discussion, focusing on the evidence gathered through our monitoring last year and this term. The data is awkward to interpret since we have no way to distinguish where outcomes are less strong whether it is a result of lockdown and interrupted learning vs not setting.

A significant majority of staff are keen to return to ability groups and pupil voice gives us the same message. We are envisaging a new model though, ability grouping where all pupils get some core age appropriate content which is then extended for our more able and more highly scaffolded for our low prior attainers.

Next steps

1. To ensure consistency, 24 copies of reading symbols to be printed for every classroom.
2. Year leaders to have a checklist and complete a learning walk to ensure that best practice is being used in November to allow the best practice requirements to be put in place.

3. Guidance for teachers: Near board so that the teacher can point and use them if required.
4. Kelly Harrison to cascade Sounds Write training to LSAs so they can reteach and pre teach weekly phonics focus in shorter booster sessions
5. Use reading materials linked to initial code (yr 1 and 2) as revision for very low attainers who are still at an early stage in their phonological skills
6. Look at the content in jigsaw RSE scheme to try to find more current sex education materials
7. Agree our model for maths ability groupings and move towards new structure
8. Trustees to observe music delivery
9. Music subject leader to observe Surrey peripatetic music teachers

Safeguarding

Mr Thomas has been extremely busy at the start of the term ensuring all staff have read and understood Keeping Children Safe in Education. He has provided refresher training to all staff including support staff, lunch staff and after school staff. He has updated our school training matrix to reflect this.

Mr Thomas has also updated and reissued our vulnerable matrix which is based on Surrey's model. Staff use this to identify pupils who present with a number of indicators which provides us with a register of pupils to monitor more closely.

Next steps

1. Hold vulnerable pupil meetings with Welfare officer invited to consider school support available or early help referrals

CPD

Two further staff are about to begin the six-week Sounds Write spelling programme after which all the lower school teaching staff will be fully trained.

Two staff are attending a catch-up reading programme on offer from Surrey. If this proves successful we intend for every LSA to work with a pupil each on this daily reading programme.

Our ECTs (Early Career Teachers) are all signed up with the Xavier Trust and are already working through their two-year induction programme. Since this is a new two-year programme with a new provider there have been some early issues. Dates and information have not always been shared in a timely manner, online training has not always been accessible and the workload is considerable. Each ECT has a mentor and they too have a considerable workload.

Two staff have signed up for the new middle management training programme starting in September.

Whole staff training for our new assessment and record keeping system, INSIGHT, took place in the second week of term and teachers have already started populating the mark book.

Next steps

2. Investigate the new Sounds Write intervention scheme and send a Read Write Inc trained HLTA to participate and then compare the interventions. If Sounds Write offers an evidence based approach consider moving away from R W Inc .
3. After 4 sessions of reading programme being promoted by Surrey are complete review the approach and value with a view to adopting the approach.
4. Feedback our questions and concerns to Xavier Trust on the demands of the ECT programme.
5. Agree next steps with the use of INSIGHT and updating the mark book in PPA

Staffing

Our three NQTs Miss Christian, Miss Grant and Miss Childs have all made a very impressive start. They have fitted into their year teams seamlessly and are contributing to year group planning. Year leaders report they are contributing ideas in planning and are all very positive and enthusiastic.

In monitoring we have been impressed by their classroom environments and classroom atmosphere. Book sampling has also been very positive with pupils work matching work from our other classes. They have quickly adopted the standards and expectations we demand.

Events

The increased freedoms at school have allowed us to return to taking trips, having visitors on site and hosting special events. In just the first few weeks of term we held our year 3 welcome service at St Marys Church, held a meet the teacher event after school and every year group hosted a curriculum information evening for parents.

Year 6 held a Victorian day, Year 5 enjoyed Tudor day and Year 4 went on a local river trip as part of their topic, whilst year 3 had a visit from zoo lab looking at mini beasts. It has been great to return to our typical, full, engaging curriculum offer.









Standing items

Number of complaints 0

Number of racist or discriminatory incidents 0

Number of bullying incidents 0

Number of exclusions 1 fixed term of 1 day

Child protection cases 1

Child in need cases 0

Team around the family cases 1

Referrals to Surrey Social Services 0

Information requests or assessments 0

1. Higher standards , broader offer

Autumn 2020	<p>Retrieval approach embedded Art knowledge planners added Cleves Active Award relaunched over Christmas break Eco schools gold award achieved Music mark achieved Curriculum delivery remains broad and balanced despite Covid Recovery plan in place Interventions and boosters in place to support any required catch up</p>
Spring 2021	<p>Home learning offer adapted to provide daily google meets for the whole class with their teacher and feedback on tasks every night Additional optional activities included for pupils / parents who wanted more Workbooks , text books , reading materials and maths kits collected or set home to extend range Alternative differentiated materials for low prior attainers and optional extension activities Increased number of pupils invited in to on site provision (195 pupils) Completed remote learning audit to consider and gaps in our provision or areas for improvement</p>
Summer 2021	<p>Summer knowledge planners in RE and Art completed Lost learning assessed with GL materials and boosters offered Outdoor learning plans reviewed Cleves values agreed for roll out Whole class reading in place this term ready for Sept 21 Sounds Write training for lower school staff All subject leader files and evidence in place</p> <p>Covid recovery programme continued with each bubble having a floating teacher or HLTA to safely still run interventions without mixing bubbles Whole class reading rolled out Sounds write spelling rolled out Science plans updated RE knowledge planners created After school boosters to a further 160 pupils Summer school 2021 planned and approved</p>
Autumn 21	<p>GL assessment data studied by a range of staff for a range of purposes All pupils not making expected progress last year are identified and targeted in at least one intervention Target of 100% of those pupils who did not make expected progress to catch up Pupils who achieved Working Toward + (WT+) in July (half a point below age related outcomes) targeted to reach agree related working at by end of the year All pupil targets reviewed with further upgrades to any low priors achieving above 90 SS and uplifted from target of WT to WA OR mid prior attainers achieving above 115 SS uplifted to M (mastered – above age related expectation) School intervention sup and running After school boosters on place Additional tutoring offered to every PPG pupil part funded by National Tutoring Programme Whole lass reading rolled out Phonic patter redoing books used with less able readers and linked to the sounds covered in Sounds Write All trip rebooked Residential re booked Full curriculum delivery in place Lunch and after school clubs returned</p>

2. Local leadership	
Autumn 2020	Distanced support offered to West Ashtead primary and Riverview primary
Spring 2021	Regular discussions with Infant feeder schools and local colleagues on home learning provision and best practice
Summer 2021	Regular discussions with Infant feeder schools and local colleagues on home learning provision and best practice Meeting with Heads and chairs of Infant feeders Discuss Gavin Williamsons announcement on MATs Visiting other schools (to arrange with Penny) Discussed record keeping with schools Agreed to support West Ashtead primary from Sept if they require assistance (following an approach from their Head) Unfortunately meeting with feeder schools on 29/6 cancelled
Autumn 21	Agreed in principle to return to supporting West Ashtead following a request by their Head (no further decision from them) Local sports group meeting to map out local provision and competitions
3. Staff and pupil well being	
Autumn 2020	Anna Wright commissioned to survey staff wellbeing and report to Trustees Well-being surveys created by Gemma Clarke completed by staff , parents and pupils Well- being Award application submitted with assessment at the end of term Two staff completing drawing and talking training All staff consulted about Covid risk assessments Support offered to vulnerable pupils required to self-isolate
Spring 2021	Well-being newsletter sent out to staff during lockdown Parents and pupils signposted to activities and useful sites Year leader feedback and input on provision and staff morale All counselling session offered by phone call or zoom for pupils home learning to ensure provision
Summer 2021	Well-being news letters to continue Pet therapy project to begin After school and lunchtime clubs on offer Covid risk assessment reviewed regularly All staff consulted about relaxation of measures (before increase in cases) School self-evaluation questionnaire to gauge staff views and concerns
Autumn 21	PASS to be completed as a baseline for pupil attitudes to school Full range of normal support back in lace Well-being action plan updated Mindfulness course trial underway in year 6 and positive feedback suggest we should continuer Wellbeing Charter under consideration Parent forum to focus on school return and pupils well being / anxiety

4. Provide a head start for the disadvantaged	
Autumn 2020	<p>Conferences for pupil premium children to continue</p> <p>Record keeping systems merged to make record keeping easier and more efficient</p> <p>Data study of attainment and progress</p> <p>Support or a specific intervention for every pupil who was identified as a cause for concern</p> <p>Additional staff employed using catch up funds</p>
Spring 2021	<p>Many disadvantaged pupils invited to on site provision</p> <p>Chromebooks and other learning resources sent home on loan or collected</p> <p>Regular (up to 3 x a week) calls from support staff to assist with and monitor home learning</p> <p>Weekly cause for concern log by teachers followed up with follow up calls to parent</p> <p>Differentiated activities and screencastify teaching input</p>
Summer 2021	<p>Pupil premium conferences to be carried out his term</p> <p>PPG data analysis</p> <p>SLT to check provision map to ensure all PPG pupils have additional support where required</p> <p>Ensure all PPG pupils offered lunch or after school clubs and encourage participation in at least 1</p> <p>Free half term holiday club places to be offered to targeted pupils</p> <p>Summer school considered and PPG pupils to be offered places if we proceed</p> <p>Consider our screencastify lessons being used for tuition</p> <p>Consider a new September offer where all PPG pupils are offered a new chrome book for use at home and funded music tuition .</p> <p>PPG pupils offered funded half term and summer holiday club places</p> <p>Range of funded and subsidised summer holiday camps shared with parents</p> <p>PPG pupils considered first for after school boosters</p> <p>PPG pupils will be considered first for summer school</p> <p>Enhanced offer planned for Sept with al new y 3 PPG pupils offered a new chrome book on loan and either a funded club place or funded music tuition</p>
Autumn 21	<p>All new PPG pupils offered a new loan chrome book</p> <p>All PPG pupils offered a funded after school place (awaiting take up figure from GS)</p> <p>Every PPG pupil offered National Tutoring Programme sessions after school in either literacy through Tempest Education OR maths wit Third Space learning</p> <p>Teacher conferences with PPG pupils underway</p> <p>PPG profiles updated as pupil / teacher meetings take place</p> <p>PPG pupils considered</p>