**LANGLEY FITZURSE CE PRIMARY SCHOOL**

**HEADTEACHER’S REPORT TO GOVERNORS**

**Monday 25th May 2020**

**Vision Statement:** At Langley Fitzurse Church of England Primary School, we are committed in our aim to ‘Amaze, Excite and Inspire’ within the context of Christian belief and practice. We strive to be an outstanding Church school, making a contribution to society at the heart of the community.

**OFSTED Areas for Development (December 2018):**

Leaders and those responsible for governance should ensure that:

* teachers provide the most able pupils with more challenging tasks in mathematics in key stage 1 so that more achieve the higher standard by the end of Year 2
* the most able pupils in key stage 2 write with a high standard of spelling, handwriting and punctuation
* leaders’ plans identify precisely how their actions will improve pupils’ progress and achievement and how governors will check the impact of the improvements.

**Context:**

From 23rd of March the school has been in a period of partial closure.Whilst closed to the vast majority of pupils the school has opened daily to cater for children of key workers and those children who are vulnerable, generally because they have some connection with social care or an education health care plan. The number of children in school has varied between 2 and 7.

Whilst school has been closed, the staff team have been providing a remote learning offer for the majority of children. This has involved setting work remotely using online tools such as ‘Tapestry’ and ‘Seesaw’. In addition teachers have been contacting families by phone and email to support their learning and ensure children are safe.

The entire team, teaching assistants, admin and finance, cleaning staff and teachers have pulled together to ensure children have the best opportunity for learning during this unprecedented time.

A certain amount of buildings and maintenance issues have been dealt with, taking advantage of the partial closure and small numbers of pupils to provide site access to contractors. Specifically, the floor in Chameleon has been repaired, Hercules class has been decorated, a tree has had a safety brace fitted and a large amount of plumbing has been altered to bring the school up to current requirements regarding Legionella regulations.

The lockdown has necessarily meant a complete change of focus; all assessments (in EYFS, Key Stage 1 and Key Stage 2, including the new Multiplication Tables Check) were cancelled in the early part of the lockdown and all our work has been focused on providing the best education for all the children, both in school and at home, whilst supporting staff to care for their own families. Everyone has had to learn new ways of working and local authority and government guidance on what is required have changed regularly, often with short notice.

I have met with Karen Winterburn on several occasions over the last month to discuss a wide range of topics as I hand over to her on 1st June.

As I leave Langley Fitzurse I wish to thank all the staff and governors for the fantastic job they do to ensure the children have the very best education possible. The team is amazing and I have very much enjoyed working with them over the last two years. I wish everyone the very best as the school moves forward to the partnership with Stanton St Quintin.

**School Context**

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| --- |
| Context |
| Data from SIMs@ 22/05/2020 | Hercules | Pegasus | Phoenix | Cham |  |
| Year | R | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| Numbers on roll | 18 | 8 | 11 | 17 | 17 | 8 | 21 | **100** |
| SEN  | 3 | 2 | 3 | 6 | 5 | 2 | 1 | 22 |
| Pupil Premium (all) | 1 | 2 | 0 | 6 | 1 | 1 | 7 | 18 |
| Current FSM | 1 | 1 | 0 | 4 | 1 | 0 | 2 | 9 |
| EAL | 1 | 0 | 2 | 0 | 0 | 1 | 0 | 4 |

Children currently receiving free school meals is relatively low at 9%, those who are eligible for Pupil Premium (the current FSM and those who have been previously eligible) is much higher at 18%. Nationally 15.8% of children in primary school are eligible for FSM

**SEN**

Our SENCo, Claire Cursiter has liaised with staff during the lockdown and held online meetings with professionals from other agencies. There are plans to hold annual review meetings for children with EHCPs – these will either be face to face or virtually depending on individual circumstances. Obtaining relevant reports from other agencies has been challenging as they have not been able to meet children.

She has reviewed the SEN register and led staff meetings to ensure all SEN records are understood and completed to make sure children are receiving appropriate support and their progress is being monitored.

She held SEN specific pupil progress meetings with teachers to discuss children’s specific needs.

Our SEN rate of 22% compares with a national rate of approx. 15% (January 2019 – latest national data)

Chiyo Porter has led online ‘Garden of Dreams’ sessions to support children with social / emotional difficulties during the lockdown period. This has been very well received by children and parents.

**Disadvantaged Learners**

We currently have 18 children who attract the Pupil Premium, four of whom have previously been ‘Looked After in Care’.

There is no common need identified for the PP children – for some it is emotional and social support, for others written work needs support and there is a range of other needs.

Support is provided through class teachers planning specific interventions which they may deliver or may be delivered by a TA, including by Jo Svendson who works across the school, supporting children in all classes. In the case of some children they may be monitored as no specific need is currently identified. When last meeting with the SEN / PP governor, we identified this group as needing to be monitored carefully to identify any additional support required so they don’t slip under the radar.

**EAL**

We currently have four children having English as an Additional Language.

**The Most Able - TMA**

Teachers are aware of those in the class who are more able and adapt teaching to reflect the additional challenges they benefit from.

**Safeguarding / Child Protection**

During the lockdown staff have been alert to children who might be vulnerable.

More regular contact has been made with families and action taken where needed.

A home visit was undertaken when a child was out of contact and some children who are on the edge of the official vulnerable categories have been offered time in school where family circumstances have made it difficult for parents to support their children effectively.

**Staffing Update**

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| --- | --- | --- |
| Class | Teacher | Support staff |
| Hercules | Beth Dixon | Chiyo Porter |
| Pegasus | Johanna Nathanson | Jude Whittock (three days per week) |
| Phoenix | James Osler / Karen Wilson | Rachael FlynnKaren Wilson (1:1 support) |
| Chameleon | Christie Causer |  |

As mentioned above, Jo Svendson works as an additional TA supporting children in various classes. She meets with James Osler to discuss timetables and which children are a priority.

PPA cover is provided for Hercules and Pegasus on Tuesdays by Grassroots sports coaches and Sarah Jane Adlington (music) and for Phoenix and Chameleon by Grassroots and Jan Campbell (French) on Thursdays although this has been suspended during the lockdown.

**Class structure**

Hercules Class: EYFS and Year 1 = 26 children

Pegasus: Year 2 and Year 3 = 28 children

Phoenix: Year 4 and Year 5 = 25 children

Chameleon: Year 6 = 21 children

**Assessment - Key information**

All end of year statutory assessments have been cancelled – there will be no data on KS1 or KS2 attainment, phonics check, Foundation Stage Profile or the multiplication tables check.

Prior to lockdown I met with each teacher individually to discuss pupil progress, looking specifically at any children not making expected progress and investigated what provision is in place to support those children. This has been superseded by the remote learning during lockdown.

**Attendance**

Attendance data collection has been suspended.

Since 23rd March we have submitted a daily survey to DfE of numbers of children in school and to the LA an attendance register specifically identifying vulnerable children has been completed so that they can be monitored by relevant agencies.

**Curriculum Issues**

* OFSTED now look more intensely at the curriculum being broad and balanced –this is not a new idea but previous inspections have focussed on core subjects and not really investigated the foundation subjects. The staff will be work with Stanton school to develop the curriculum over the next year.

**Community Engagement**

Community events have not been held since early March. The lockdown has unfortunately affected all PTA events as well as the events we would normally hold with the church and the wider engagement with the community such as the Scarecrow Trail.

**Extra-Curricular Activities.**

The wide range of extra-curricular activities will be again offered for children when the school fully re-opens.

Several children have expressed an interest in running clubs, including the already successful drama club run by two Y 6 pupils on a Monday lunchtime.

**Equality Reports**

There have been no reports of racist, homophobic, biphobic or transphobic language used since the last report to the FGB.

**Fire Alarm – Emergency Evacuation Practice**

There has not been an evacuation drill this term.