

**LANGLEY FITZURSE CE PRIMARY SCHOOL  
HEADTEACHER'S REPORT TO GOVERNORS  
Monday 26<sup>th</sup> November 2018**

**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:**

- 1. Raise achievement in writing to the same high levels as in reading and maths by:** Giving pupils more opportunities to get on with their writing as soon as they understand what they need to do, particularly the most able pupils and ensure they have enough time to finish it.
- 2. Improve teaching so that it is typically outstanding by:** Making sure that teachers' comments in pupils' books tell pupils more precisely what they need to do to improve their learning, giving children time and encouragement to act upon these comments.

**School Context**

| Context   |   |   |    |    |   |    |    |           |
|---|---|---|----|----|---|----|----|-----------|
|   | R | 1 | 2  | 3  | 4 | 5  | 6  | Total     |
| Numbers on roll   | 7 | 7 | 14 | 17 | 8 | 17 | 15 | <b>85</b> |
| SEN   | 0 | 2 | 5  | 2  | 2 | 0  | 0  | 11        |
| Pupil Premium<br>(ever<br>6/previously<br>looked after) | 1 | 0 | 4  | 1  | 1 | 5  | 1  | 13        |
| Free School<br>Meals                                    | 0 | 0 | 2  | 1  | 0 | 1  | 0  | 4         |

**SEN**

We currently have 11 children identified as SEN. The SEN register was reviewed at the beginning of this school year. The SENCo has reminded teachers of the need to complete 'pupil commentaries' for any children causing concern but whose achievement is not low enough for them to be recorded as SEN.

We have a visitor from the charity 'Pets as Therapy' visiting school to support children with emotional needs and mental health will be a focus for this year. Initial staff training has taken place in collaboration with Lacock and St Peter's Schools.

### **Disadvantaged Learners**

We currently have 13 children who attract the Pupil Premium, four of whom have previously been 'Looked After in Care'.

### **EAL**

We currently have two children classed as English as an Additional Language.

### **The Most Able - TMA**

We have reviewed the criteria for how we identify the most able children and what we do to support them. As for children with SEN, quality first teaching is the best means for promoting children's attainment with focussed tasks challenging children at the appropriate level.

There are cases where it will be appropriate for additional work to be given.

### **Safeguarding / Child Protection**

A new version of Keeping Children Safe in Education (KCSiE) has become statutory as of September 2018 and all staff and governors have been provided with a copy. The safeguarding audit has been completed and returned to the LA before the deadline.

The Wiltshire Safeguarding Children Board (WSCB) will very soon cease to exist as Local Safeguarding Children Boards are being removed from statute and Wiltshire is piloting a new 'Safeguarding partnership' approach. This will have little impact on our day to day work but will change who we liaise with.

There have been three child protection concern sheets completed so far this year. None have required referral to the MASH team.

### **Staffing Update**

Two new teachers, Mrs Beth Dixon and Miss Christie Causer have settled in to school and rapidly become valuable members of the team. Miss Causer has taken on the role of maths subject leader and Mrs Dixon Early Years lead and PSHE subject leader. A programme of support and CPD is in place for both teachers.

Mrs Rachel Flynn has been away from school on long term sick leave. She is hoping to return after Christmas.

An ongoing issue has been inconsistency in staff provided by SuperStars, our sports coaching company. The art specialist has remained the same but the promised sports specialist has not been recruited, resulting in a mix of people from week to week. This has been taken up with the company and we are reviewing whether this contract should continue.

### **Class structure**

The following class structure was chosen to ensure children are taught in small class groups whenever possible and to prevent year groups from being split. While splitting Key Stages and having Yr 2 and Yr 3 in the same class is not ideal, mixed Yr2 / Yr3 classes have worked successfully both here and at other schools and first indications are that it is again working effectively this year.

Since the start of the year we now have eight additional children on roll with a ninth due to start.

Hercules Class: EYFS and Year 1 = 14 (was 12) children

Pegasus: Year 2 and Year 3 = 31 (was 26) children

Phoenix: Year 4 and Year 5 = 25 children

Chameleon: Year 6 = 15 (was 14) children

### **Assessment - Key information**

Attainment and Progress data for all year groups was presented to the S and P meeting in term 2. Further assessment will be completed in Term 2 and group data analysed as well as whole Year Group numbers.

There is a renewed focus on achievement of those children identified as Able, Gifted and Talented to ensure they are making the progress they are expected to.

### **Attendance**

See the attached summary, which we can discuss at the meeting

### **Curriculum Issues**

- Following changes to staff structure, new subject leaders for core subjects, including RE, have been identified and action plans completed. James Osler has taken on leadership of science, initially taken on by Beth Dixon.
- The majority of children are showing resilience in the classroom when faced with challenging learning tasks but I would like to see more children being

independent in their personal organisation, e.g. carrying their own bags into school and taking responsibility for their own PE kits, water bottles and other possessions rather than parents doing it for them.

- Reading Scheme – The Key Stage One books were purchased by the PTA. Johanna Nathanson is reviewing the number and quality of Key Stage Two books in her new role as English Subject leader and will make a request for funding as necessary. The PTA had agreed to fund new books, we just need to be clear what is required and not buy un-needed books.
- Focus on all children's progress, including but not limited to those with SEN, those in receipt of PPG funds and those with specific ability, is the key message for the year.

## **Community Engagement**

PTA: The PTA have had a fantastic start to the year as a dynamic group clearly focussed on providing a range of experiences for the children. The disco was a great event and the range of Christmas activities is very impressive.

Parents have been invited to share in celebrating the children's learning at a regular assembly on Monday afternoons. In addition parents are invited to watch this year's 'Langley's Got Talent'.

Regular visitors from various churches have led assemblies in school and the Harvest Service too place at St Peter's in term 1.

## **Sports Premium**

There is a considerable underspend on Sports Premium. The playground improvement project initiated by Simon Rahn is looking at making better provision for physical activity but there is some confusion over the scope for spending on capital projects.

## **Extra-Curricular Activities.**

A wide range of extra-curricular activities are offered for children. A judo club has started in addition to those previously offered. A Street Dance teacher will be leading a group of children towards a performance at the Chippenham Dance Festival next February.

## **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**

The first emergency evacuation of the school year was carried out on 8<sup>th</sup> November 2018 and it took 1 minutes 45 seconds to evacuate the building and account for all the children.

The evacuation took place just after lunch and was deliberately timed to be out of the ordinary. One class had a supply teacher and one class had a sports coach covering PPA.

Whilst a headcount was quickly done, the supply teacher would not know that she had counted the correct children – if a child from another class was standing close to her line and was included in the count she would not notice so I requested she also call the register to double check.

Points noted were:

- Liz Howe (or whoever deputises for her when she is not in the building) has 9 different items to pick up and carry outside – class registers, staff signing in book, etc. This means there is too much to carry and refer to in good time – this has been considered but no better solution identified.
- The volume of the fire alarm bell in Hercules was queried – this will be addressed at the next fire risk assessment.
- The staff signing in / out book was not accurate – staff have been reminded to sign in and out of school.

### **School to School Collaboration**

A successful training day was held at the beginning of the year with all staff from both Langley and Lacock focussing on what we felt good teaching and learning looked like and what we wanted children to achieve, academically and personally, before they left Year 6.

The two school councils have met with a focus on anti-bullying activities.

Staff from the two schools have liaised over various issues including assessment, Performance Management for TAs, assessment and good practice in early years

The beginning of this year has been a steep learning curve for me as I identify the best way to manage two diaries, email accounts and come to terms with all the systems from both schools. There is clear scope for mutual support over monitoring of policies and other efficiencies to be made.