

Head teacher's report to Governors – 15th March 2018

Yerbury's profile:

Class	Boys	Girls	Total	Teacher & Support Staff
Year 6A	14	16	30	Katherine Applegarth , Judy Smith, Lauren Power
Year 6B	14	16	30	Olivia Bamford , Judy Smith/Sara Birch (SEN)
Year 5A	16	14	30	Rina Akahane , Bianca Newcombe
Year 5G	17	13	30	Gail Gyles (Nick Dowler) , Bianca Newcombe/Sophie Robley
Year 4R	17	13	30	Val Rutt (Natalie Rodrigez) Sarah McPeake
Year 4J	16	14	30	Bob Jones , Sarah McPeake, Ebony/Amy (SEN)
Year 3G	16	13	29	Becky Grasso , Anila Troksi
Year 3R	12	17	29	Rebecca Reid , Anila Troksi
Year 2M	21	9	30	Natalie Mintz , Sara Birch (SEN) Jessica Innocenti-Lampen
Year 2H	18	12	30	Sophie Hoyte , Robbie Eyles
Year 1H	15	15	30	Phaedra Herbert , Katherine Court
Year 1R	14	16	30	Zoe Richardson , Daniel Norbert
Rec G	13	17	30	Julia Gale , Cara Trusler
Rec DK	15	15	30	Cecila Dunbar, Jo Kay , Viv Fortunato
Nur Red	14	9	23	Sue Burbridge , Kathy Hamilton
Nur Yellow	13	11	24	Sharon Bayliss , Brogan Ewens
Total	245	220	465	

Additional teaching staff	Provision:	Days
Julia Marriot	Dyslexia group work	3 days (LTS)
Ben Glasstone	Music teacher	2.5 days
Simon Fielding	Dance teacher	1 day
Cinzia Bellantino	Italian teacher	1 day

Additional support staff	Role:	Days
Andrea Littlewood	HLTA KS2	5 days
Philippa Gibson	HLTA KS1&EYFS	5 days
Kathy McArthur	Breakfast Club Worker & MMS	8.00-9.30am 12.30-1.30pm daily

Pupil information:	
Total roll	465
Pupil Premium (LAC, FSM, Ever6)	73 (16%)
Pupils on SEN register	10 SEN Support (5 have EHCP'S)

Staffing:

We have recently appointed two new teaching assistants, Jessica and Sophia, until the end of the academic year. Jessica replaces Leanne in Y2 and Sophia has been appointed temporarily to support with supporting in Y5 with children who are displaying challenging behaviour. Both have settled in incredibly well and have quickly become part of the team.

We are pleased to say that Natalie Rodrigez joins our team in September as a fulltime and permanent member of the team. She currently teaches Y4R and has been doing an excellent job with them. We're delighted to have her on board, and know parents are equally pleased.

Kim Walsh has been working as the Dyslexia Specialist teacher in Julia's absence. Her support currently comes to an end at Easter; we may need to review this if possible.

Liz Read, our DHT, is due back from maternity leave the week before May half-term. We very much look forward to having her back.

School Development Plan for 2017-8:

Please see the CLC Committee meeting minutes from the 31st January 2018 for progress in relation to the SDP. The main foci for the school for 2017/8 are as follows:

Main whole school focus: Ensuring good progress of Pupil Premium pupils across the Key Stages.

Specific Focus 1: For staff to develop the knowledge, understanding and skills necessary for encouraging positive mental health & well-being in themselves, each other and children (2 year focus).

Specific Focus 2: Embedding middle leadership across the school.

Specific Focus 3: To further develop teaching and learning to bridge the gender gap between across the school, in particular in Reading and Writing (2 year focus).

Subsidiary Focus 1: Enhancing our curriculum by extending and broadening links with our local and wider community.

Attendance for Autumn 1 & 2 and Spring 1 2017-8

Historical yearly attendance figures (Y1-Y6):

Attendance	2014		2015		2016		2017	
National	96.1%	Diff:	96%	Diff:	96.1%	Diff:	96%	Diff:
Yerbury	97.2%	+1.1	96.3%	+0.3	96.6%	+0.7	97.1%	+1.0

At Yerbury we are committed to ensuring that all our children leave Yerbury as lifelong learners achieving the best possible results. One of the ways we make sure that this happens is by ensuring that we have a robust attendance and punctuality policy that we implement through a whole school approach and a Strategic Attendance Team, consisting of Heidi Bimpong (Senior Admin Officer) and Cassie Moss (Headteacher).

We meet half-termly to review whole school attendance from the previous term and identify which families needed support due to falling attendance or punctuality etc. We monitor and analyse attendance data for various groups which are traditionally seen as having poor attendance to ensure all children attend well at Yerbury.

We work holistically with various parents to support and improve their children’s attendance and thereby their attainment. We build good relationships with parents so there can be honest and transparent discussions about the needs of the family and the child.

We provide termly attendance reports to all parents at parent’s evening. This has proved to be a success as parents are able to get an overview of their children’s overall attendance and make necessary improvements before the end of year.

Attendance: Rec to Y6 - 05/09/2017 –09/02/2018

NB: Not all percentages add up to 100% - this is due to the system counting the attendance of leavers and new beginners simultaneously

Registration Group	# Pupils in group	Authorised Absences	Unauthorised Absences	% Attendance
Year R	60	4.1	0.6	95.3
Year 1	60	2.8	0.1	97.1
Year 2	60	3.2	0.3	96.5
Year 3	59	2.2	0.1	97.8
Year 4	60	3.0	0.2	96.8
Year 5	60	3.6	0.2	96.2
Year 6	60	3.0	0.3	96.6
Average%	419	3.1	0.3	96.6

Overall, attendance at Yerbury is very good.

The majority of absence has been due to authorised absence, such as illness, medical appointments and exceptional circumstances. We are working collaboratively with these families to ensure where possible the children either attend school or catch up on the work missed.

Unauthorised absence is relatively low and parents are good at calling in and ensuring the school knows why their child is absent. The large majority of the unauthorised absence is due to holidays taken during term-time.

Pupil Premium

Pupil Premium	# Pupils in group	Authorised Absences	Unauthorised Absences	% Attendance
Reception	4	7.2	0.3	92.5
Year 1	8	5.7	0.3	94.0
Year 2	10	5.1	0.3	94.6
Year 3	11	3.0	0.1	96.9
Year 4	11	4.4	0.2	95.4
Year 5	11	6.3	0.1	93.6
Year 6	16	5.0	0.5	94.5
Total PP	71	5.0	0.3	94.7
Total N-PP	396	3.1	0.4	96.5

Children eligible for free school meals are more likely to have attendance concerns nationally; they are more likely to be off with illness as that is often linked to other factors such as deprivation. We support all families with any attendance issues, so every case is dealt with on an individual level.

SEN %	# Pupils in group	Authorised Absences	Unauthorised Absences	% Attendance
Education, Health and Care Plan	5	6.9	0.3	92.8
SEN Support	10	5.4	0.5	94.1
Whole school	422	3.3	0.5	96.4

SEN children as a group nationally, also have more time off school. Some of them have complex medical needs and have had to have extended periods of time off school for genuine medical reasons, which is the case for some of our children, especially those with an EHCP. We work very closely with those parents to ensure the children have access to learning and catch up where they can.

Persistent Absence Report:

Persistent absence is classed as less than 90% attendance.

The Strategic Attendance Team meets half-termly and discusses all pupils who are considered persistent absentees. We look at the reasons for it, and where these do not meet with acceptable circumstances (e.g. genuine illness), we work with the families. Because of this work, and also due to on-going improved attendance, there are less children who fall below 90% as the school year progresses. At the beginning of the year, we had 6 children who fell within that bracket; we are pleased that at this point in the year, this applies to only 2 children. Because of the low numbers, we are not presenting this data as individuals may be too easily identifiable.

This is evidence of the highly effective and rigorous work being done at Yerbury to support these families, and parents taking on board support and key messages about the importance of good attendance.

Punctuality:

There are currently no patterns that are concerning. We are working closely with one family who live outside the borough to work on improving punctuality.

Mobility:

Since September we have had 6 leavers, and 13 children start at Yerbury across numerous year groups.

Month started	Number of children
September	3
October	6
November	1
December	1
January	0
February	2

Please find below the children who left and the reasons given. Governor previously asked for information on gender. Interestingly, all leavers this year so far have been male. However, when considering the reasons, this seems to be coincidental.

Reg Group	Gender	Reason for Leaving	Leaving Date
REC	M	In-year transfer – Maintained school School further afield Family moved away	September 2017
REC	M	In-year transfer – Maintained school Local school Pick-up more manageable with parents' commute/ work	October 2017
REC	M	In-year transfer – Independent school Smaller class-size & bi-lingual provision	October 2017
Nur	M	In-year transfer – Maintained school School further afield Family moved away	December 2017
1	M	In-year transfer – Maintained school School further afield Family moved away	December 2017
3	M	In-year transfer – Maintained school Local school Sibling at school – place became available	December 2017

It is not unusual to get some movement in Reception/ Nursery at the beginning of the year, as parents settle into new schools and routines.

Teaching and Learning (provided by Liam Frost DHT)

The quality of teaching at Yerbury school is high. Our approach to monitoring 'Teaching and Learning' is changing slightly (more below) but we continue to make a judgement on the quality of teaching by taking lesson observations, book looks, and pupil interviews into account. We know that consistently good teaching leads to outstanding outcomes and continue to work collaboratively to ensure that our children are receiving the best education we can provide.

For the first time, Phase Leaders have been part of 'Class Focus' activities this year. Senior and middle leaders observe lessons termly, seeing one Maths lesson and one English lesson in each year group in KS1 and KS2 each term.

In EYFS, staff are planning with a particular focus on our EAL children and their attainment in 'Reading', 'Listening and Attention', and 'Managing Feelings and Behaviour'. Teachers and teaching assistants are continuing to build upon the good practice in 'Number' and 'Writing' established a small time ago and are looking to extend it throughout other areas. Observations have shown that teachers and children have warm relationships based on high expectations and genuine care for each child. The children are engaged, can cooperate with their peers and are continuing to enjoy their play-based curriculum. The EYFS team are also working hard to address the attainment gap between boys and girls in Writing via early interventions, practising fine-motor skills (which has been identified as the basis of the gap) and working hard to ensure that writing opportunities are attractive to boys.

Lesson observations in Key Stage 1 and 2 have shown us that ‘Mastery’ is embedded and children are regularly experiencing ‘struggle’ and challenge. Assessment for Learning (AfL), where teachers take frequent formative assessments during lessons, is also a strength, enabling teachers to adapt their lessons to ensure that they are pitched appropriately (rather than sticking to a ‘script’). Behaviours for learning by the children are consistently excellent and children clearly enjoy their lessons – as evidenced in our pupil interviews. Strong cross-curricular links are evident throughout the school with writing in particular frequently being linked to class topics. Differentiation is also usually a strength in lessons, with only occasional small groups of children requiring more support/challenge in lessons observed. Feedback from lesson observations is prompt and teachers have the opportunity to reflect on their lessons and discuss what went well and what they would improve next time. Phase Leaders have enjoyed the opportunity to observe and give feedback to colleagues and continue to take on more responsibility as they gain experience.

Katherine Applegarth, our Key Stage 2 Phase Leader and writing lead, has been leading staff CPD on ‘Boys’ Writing’. After asking children to complete a survey on their own attitudes to writing – she discovered that many boys had an inflated opinion of the quality of their writing compared to teacher assessments. She has led lesson studies, shared research, and led writing moderation sessions. Teachers are now spending more time incorporating talk and drama into their lessons so that children have already formed the subject-matter of their work in their minds, and so can focus on the technical aspect of writing when they begin the drafting process. We are maintaining our ‘Developing writers, not writing’ approach and grammar continues to be taught in context. Writing conferences continue to take place half-termly and we believe that these are the most effective method of feedback that the children receive.

As part of our SDP focus to improve the attainment of Pupil Premium children, our HLTAs Andrea Littlewood and Philippa Gibson are leading weekly Maths and English interventions with Pupil Premium children. These take place in small groups and are having a positive impact on their progress as well as on their emotional wellbeing.

Regular book looks have continued to take place termly. We take a sample of SEN, low-, middle-, and high-attaining children (one of whom must be eligible for PPG) and look at their books for evidence of differentiation, effective feedback, a rich curriculum, and good presentation. Phase Leaders and SLT did these together in the autumn term and Phase Leaders are now beginning to do these independently. Evidence in Maths books, and inter-school moderation in the autumn term, have shown that ‘reasoning’ and ‘investigative’ opportunities are a real strength at Yerbury across the school (and for the first time, teachers from other schools commented on the nice presentation of work in our books). This dovetails nicely with the ‘new’ Mastery curriculum and shows that teaching staff have embedded this into their practice. Whilst reasoning is a strength we are also aware of the fact that we must also ensure that Maths ‘fluency’ is not overlooked – this has formed the basis of a recent twilight CPD session.

English books have shown a rich, topic-based curriculum across the school where children are having many opportunities to write with enjoyment and for a purpose. Writing conferences take place at least half-termly at the end of the drafting stage of writing. As part of the writing process, children are immersed in a particular text type, identify the features, practise writing and implementing different grammatical objectives, and do lots of talking and drama to formulate ideas before writing their first draft. At this point, teachers will spend ten to fifteen minutes with each child, reviewing their work, giving lots of verbal feedback on what has been done well, and areas for development for that child. Feedback from teachers is that these conferences are the most impactful activity that they do and that it is more effective than even the most detailed distance marking. The children then have the opportunity to edit their work, before usually writing up a published or ‘best’ piece.

As the English curriculum is skewed towards teaching and assessing grammar, one of our areas to keep an eye on is feedback to children – ensuring that there is a balance between comments given on improving grammar as well as composition and effect (i.e. ensuring that we continue to focus on ‘Developing writers, not writing’. Books overall show that children are enjoying a creative curriculum with differentiated tasks being set for the children. Feedback is usually a helpful mix of praise and ways forward.

Pupil Interviews continue to be a source of joy. All children interviewed expressed the fact that they enjoyed school, that they learned lots and that adults and children are nice; *“I really like it. Everyone is kind. I’m proud to be at Yerbury”*. *“You have a lot of freedom”*. *“It’s unique. Teachers deal with problems in the right way”*. Suggested improvements to the school are; to increase the number of Science, Art, Drama, and P.E. lessons; to improve the Secret Garden (plans are afoot); to have more footballs in the back playground; and to have more parties, some vending machines, and be allowed to wear nail varnish! The children demonstrate a good awareness of their academic strengths and areas they need to improve upon in class – the responses were wide and varied which indicates that Yerbury children are benefitting from personalised curriculum.

We have made some changes to the way we monitor ‘Teaching and Learning’ this term. Following feedback from teachers, we are starting a rolling programme of book looks that will take place once every four weeks with the teacher present and taking part in a professional discussion. This will mean that middle and senior leaders will look at books more regularly and that teachers will receive more frequent feedback as well as being able to discuss strengths and ways forward. We are also implementing a termly moderation activity to help teachers be very confident in their judgements. After teachers have submitted data, they will also share their assessment files. Phase Leaders will take a sample of books and moderate teacher judgements. This will help us to ensure that our in-year data is accurate and any CPD needs can be met early. Phase Leaders are also looking at developing a different approach to lesson observations in the summer term.

Budget monitoring:

The December month-end budget monitoring report was presented to FGP Committee. For further details, please see the minutes for the Finance and General Purposes Meeting held on the 7th February 2018.

Any other business:

Fire drill:

30/11/17 – 2.13mins

Cassie Moss
Headteacher