

Head teacher's report to Governors – June 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 , Sophie Robley
Year 4R	17	13	30	Natalie Rodrigez Sarah McPeake
Year 4J	16	14	30	Bob Jones , Sarah McPeake, Ebony/Amy (SEN)
Year 3G	17	13	30	Becky Grasso , Anila Troksi
Year 3R	13	17	30	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	13	15	28	Phaedra Herbert , Katherine Court
Year 1R	14	15	29	Zoe Richardson , Daniel Norbert
Rec G	13	17	30	Julia Gale , Cara Trusler
Rec DK	15	15	30	Celia Dubner, Jo Kay , Viv Fortunato
Nur Red	14	8	22	Sue Burbridge , Kathy Hamilton
Nur Yellow	12	11	23	Sharon Bayliss , Brogan Ewens
Total	244	218	462	

<u>Additional teaching staff</u>	<u>Provision:</u>	<u>Days</u>
Julia Marriot	Dyslexia group work	3 days
Ben Glasstone	Music teacher	2.5 days
Simon Fielding	Dance teacher	1 day
Cinzia Bellantino	Italian teacher	1 day

<u>Additional support staff</u>	<u>Role:</u>	<u>Days</u>
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

<u>Pupil information:</u>	
Total roll	462
Pupil Premium (LAC, FSM, Ever6)	81 (18%)
Pupils on SEN register	11 SEN Support (5 have EHCPs)

Staffing:

Teaching in Inner-London offers many opportunities for growth and professional development – as well as all the advantages that living in the capital brings. However, for many young people, living in London is expensive and it is often impossible to get a foot on the property ladder. Our staff are sadly not immune to this issue and it is with some sadness that I have to tell you that three excellent teachers are leaving us this year; Katherine Applegarth, Sophie Hoyte and Gail Gyles. Katherine and Sophie are moving up north, and Gail is going to be working closer to home to make her commute more manageable (being a first-time mum of a lovely, little girl). Katherine and Sophie began their teaching careers here at Yerbury some time ago, and they have developed into excellent teachers, bringing enthusiasm, creativity, innovation, and industry to the school. Gail joined Yerbury as an experienced teacher and brought very strong pastoral care and academic challenge to the children she taught. I am very sorry to see them leave. I would like to thank them all for their hard work and effort, and I wish them the very best for the next stage of their careers and lives. The schools they are going to are incredibly lucky to have them.

On the topic of new families, Liz Read, our Deputy Headteacher, will also be leaving us at the end of the year to spend time with her precious baby daughter, Isla. Liz joined the team just three months after I started here as Headteacher, and has been an integral part of leading the team and school. She has been an excellent Deputy Headteacher, full of care for the children and staff, and I cannot thank her enough for her commitment and support. Liz is sad to be leaving, and we are very sad to be losing her, but sometimes difficult decisions need to be made in the interest of family-life, and she tells us that it feels like the right thing for her to be doing at this moment in time. We wish her all the very best for the next phase in her life.

I am delighted to inform you that from September, Liam Frost, who has been doing an excellent job stepping up to cover Liz's absence, will be the permanent Deputy Headteacher at Yerbury. He brings with him a lot of passion, commitment, the ability to think outside the box, and a deep understanding of what makes Yerbury the school it is. Becky Wright, who stepped up to be interim Assistant Headteacher in September, will be making her position permanent with her main focus being on Inclusion, SEN and Safeguarding. She is a font of knowledge regarding all things 'Inclusion', and fights the corner of every child with additional needs. I am very confident about the Senior Leadership Team we have in place for September, and feel privileged to lead a team of such committed professionals.

Talking of committed individuals, I am delighted to let you know that Natalie Mintz has been appointed as the Phase Leader for Years 3/4 and Bob Jones for Years Y5/6. They really show care and commitment to the children in the school, demonstrate a sound understanding of how to lead a team and bring about school improvement in line with our ethos. I am confident these appointments will have a positive impact on the school for both staff and children.

We have also been very busy recruiting new teachers for the school; Georgia Duke, Will Hann and Michael Delaney join us in September. We met Georgia earlier in the academic year when she was placed with us as a student teacher at the Institute of Education. We were quickly made aware of her enthusiasm and energy and moved quickly to snap her up as a Newly Qualified Teacher. Will and Michael are both experienced teachers, full of a love for teaching and learning, with lots of creative and interesting ideas to share. We are confident that they will be a great addition to the team.

Some bittersweet news regarding our Teaching Assistants; Bianca and Sophia start their teacher training in September; a loss for us, but a gain for the profession overall which is encouraging. Jess, who has been supporting children in 2M since Leanne left, is moving further afield and will be working closer to home. We are sad to say goodbye to them all, and I would like to thank them for their hard work and care.

After many, many years of living and breathing Yerbury, Mitch (our Premises Manager) is sadly leaving us and moving to Kent with his family. His daughter, a former Yerbury pupil, has finished her A-levels and will be studying there, so it is time for the next phase of their lives. It very much feels like the end of an era for Yerbury, and I have no doubt that it feels that way too for Mitch. Mitch has been a valued member of the team, and he is also much-loved by parents. They have recently missed his presence at the gate, and I know they will be sorry to hear he is leaving. I want to thank him enormously for the many years he has given to the school; it won't be the same without him.

I would also like to thank Kim Walsh, who has been covering Julia Marriot's absence, and is currently working alongside Julia until the end of the academic year. She has continued to provide excellent support to children needing dyslexia support, and Julia has been grateful in the knowledge that the children have been well looked-after.

Finally, after bringing her Italian flair to the school for 8 years, Cinzia (our Italian teacher) will unfortunately be leaving to move back to Italy. Cinzia has brought a real understanding of how to make learning a language memorable, fun and interactive, as well as having high expectations for children's progress. We have been very lucky to have her all of these years and I will be sorry to see her leave. We wish her the very best.

School Development Plan for 2017-8:

Please see the CLC Committee meeting minutes from the 9th May 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.

School Development Plan focus suggestions for 2018-9:

- 2nd year of focus on bridging the gap between boys and girls
- 2nd year of developing staff knowledge, understanding and skills necessary for encouraging positive mental health & well-being in themselves, each other and children

The other three foci will be discussed at the meeting. One of them will be data-led which will be agreed in the Autumn Term meeting.

Attendance for 05/09/2017 – 14/06/2018

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 –14/06/2018

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	4.7	0	95.3
Year 1	57	2.9	0.1	97.0
Year 2	60	2.9	0.2	96.8
Year 3	59	1.9	0.1	98.0
Year 4	60	3.2	0.2	96.6
Year 5	60	3.2	0.1	96.7
Year 6	60	2.7	0.4	96.9
Average%	417	2.8	0.2	97.0

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 communicating with the school, ensuring that reasons are provided regarding absence. 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
Nursery	3	5.2	1.2	93.6
Reception	4	8.1	0	91.9
Year 1	8	5.3	0.3	94.3
Year 2	11	3.9	0.3	95.8
Year 3	11	2.3	0.3	97.5
Year 4	12	5.0	0.4	94.6
Year 5	15	4.4	0.2	95.5
Year 6	17	4.3	0.8	94.9
Total PP	81	4.5	0.4	95.0
Total N-PP	394	3.0	0.3	96.6

SIMs only report including Nursery – we cannot provide figures without – national data is calculated without Nursery

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. That is by no means an excuse to ‘accept’ inadequate attendance but we take a holistic and collaborative approach to improving it; that tends to work best for the family and child.

We support all families with any attendance issues, not just the Pupil Premium families, so every case is dealt with on an individual basis. We collaboratively identify barriers with the family and then also discuss effective strategies to help remove them.

SEN %	# Pupils in group	Authorised Absences	Unauthorised Absences	% Attendance
Education, Health and Care Plan	5	6.7	0.2	93.0
SEN Support	11	4.7	0.7	94.5
Whole school	426	3.1	0.3	96.6

SEN children as a group nationally also have more time off school and Yerbury is no different. Some of the children have complex medical needs and have had to have extended periods of time off school for genuine medical reasons, 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, 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.

The autumn term is always challenging on whole school attendance; the months are long, dark and cold and contracting illnesses is at its highest. Nursery and Reception-aged children also have started their first year at school and are very susceptible to bugs. We had 13 children in Autumn 1 who fell within that bracket which decreased consistently each term. We are pleased that at this point in the year, this applies to only one child and it is linked to medical circumstances.

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 12 leavers and 14 children start at Yerbury across numerous year groups.

Month started	Number of children
September	2
October	5
November	1
December	1
February	2
May	1
June	2

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
Year 1	M	In-year transfer – Maintained school School further afield Family moved away	December 2017
Year 3	M	In-year transfer – Maintained school Local school Sibling at school – place became available	December 2017
Year 3	M	In-year transfer – Maintained school Local school Sibling at school – place became available	February 2018
Year 1	M	In-year transfer – Maintained school School further afield Family moved away	May 2018
Nursery	F	In-year transfer – Maintained school School further afield Family moved away	May 2018
Year 1	M	In-year transfer – Maintained school Local school Circumstances	May 2018
Year 1	F	In-year transfer – Maintained school School further afield Family moved away	May 2018
REC	M	In-year transfer – Maintained school School further afield Family moved away	May 2018

Two families who left had two children at the school, and one of the leavers above was at the school for a total of 1 day, before moving to the school the sibling frequented. Interestingly, the majority of leavers are male; when considering the reasons, this seems to be coincidental. 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. Furthermore, it is interesting to note that the majority of leavers are due to families leaving London. When speaking to the families it is linked either to jobs moving due to Brexit, or people wanting a better work-life balance and more countryside for their children to grow up in.

Teaching and Learning (provided by Liam Frost DHT)

We are proud to say that the quality of Teaching and Learning at Yerbury remains high and we were delighted with our recent external moderation of writing in Year 6. The English Consultant from Islington was especially pleased with our creative approach to teaching writing and has asked for our year 6 teachers to lead INSET for all Islington Year 6 teachers, and for Islington NQTs in the Autumn Term. Of course, they validated our assessment judgements and were also forthcoming in their praise when referring to being able to hear 'The individual child's voice' in their writing. High praise must go to the Year 6 team but this was not a fluke – Katherine Applegarth, our KS2 Phase Leader has been leading on how to engage Boys in their writing all year and her strategic approach has reinforced our values of developing 'Writers' rather than 'Writing' across the school.

The impact of Phase Leaders has been transformational this year. Phase meetings have often been research-led and have enabled teachers to strategically develop their practice and share individual strengths. Feedback from teachers has included the fact that lesson observations and book looks now feel to have more of a focus on development rather than being a summative judgement. Slight changes, such as having book looks alongside the class teacher, have helped this.

The long-standing tradition of hosting PGCE students from the Institute of Education also holds us in good stead and is a fine tool for professional development for both Early and Middle Leaders as they must guide trainee teachers, develop their practice as well as ensuring that sufficient progress in their development is being made. We have hosted five PGCE students this year, three during the Summer Term.

Lesson observations this term are taking the form of 'Peer Observations' where teachers are working in pairs to contribute to each other's professional development. EYFS teachers have decided to have a particular focus on an aspect of Phonics teaching. KS1 teachers have chosen to focus on individual areas of development that have come from observation feedback from earlier in the year. Key Stage 2 teachers were invited to observe an exemplar English Lesson that focussed on engaging boys before carrying out peer observations. Observations are ongoing but feedback has been very positive. Members of the SLT and Phase Leaders are working together to look at our current model of lesson observations – more information to come next year.

Books continue to show that the children are experiencing a rich, creative curriculum with many opportunities to write with purpose and develop Maths reasoning skills. The new approach to book looks, mentioned above, has helped to remove anxiety for teachers and improve clarity in our expectations.

Overall, we are very proud of the care and thought that the team put in to planning, teaching and assessing lessons at Yerbury to ensure the best experience possible for all of our children.

Budget monitoring:

The April month-end budget monitoring report and the new Budget were presented to the F&GP Committee. For further details, please see the minutes for the Finance and General Purposes Meeting held on the 23rd May 2018.

Any other business:

Fire drill:

11/5/2018 – 3m6s to evacuate the whole school into the playground

No school closures to report.

Cassie Moss
Headteacher