



St Catherine's C of E School

HEAD OF SCHOOL REPORT TO THE LGAB

Autumn Term 2016



1. Outcomes for individuals and groups of pupils

Item	Commentary – Appendices added for detailed additional information
<p>1.0 Information about the school</p>	<ul style="list-style-type: none"> • Number on roll: 232 (209 school/23 nursery) • Percentage of disadvantaged: 24.2% SEND: 18% boys:51% girls49%: • Staff responsibilities <p>LH – Head of School, PPG, School Improvement, EVC, Health and Safety, Data and Assessment PW – Assistant Head, Curriculum Development, RE, SMSC TL- SENDCO LD – EYFS + KS1 Lead, English LB – KS2 Lead, Maths JW – PE VC – Art and Design, DT, MFL MB – Computing, On-line Safety AR – Science MS – Outdoor Learning JP – Nursery, Extended Provision Project Lead</p> <p>To be confirmed - Parent Support Worker: CP - EAL Support</p> <p>KM – School Secretary MD – Finance Secretary</p> <ul style="list-style-type: none"> • PPG Premium: £75,240 PE Premium income:£8,920 • Key documents (in Governor Shared Drive) <p>Interim AIP Reviewed SC Headline Data (already sent) Draft AIP SEF Raise Online 2016 Report Raise Online Analysis Report 2016 (to be sent once received) Ofsted Data Dashboard 2016 Report PPG Map AIO Reports PP Progress Meeting Reports (to be discussed) New/revised policies incl Child Protection Health and Safety Audit Internal (External 30.11.16) Fire Drill Reports Governor Reports (Sent by individual governors) Parent Survey Results PE Premium Plan PPG impact report (Already sent) PE Premium Impact Report PM Summary (to be discussed)</p> <ul style="list-style-type: none"> • Significant changes since previous report <p>Retirement of Headteacher and Deputy left. Academy transfer complete. New leadership team in place.</p>

Interim Academy Improvement Plan-5 key targets linked to identified school weaknesses.

- Key changes in wider educational world
Changes expected in way MATs are formed.
Ofsted focus is on progress.
Academies whose maths results fell 3 or more % below national expectations in maths are deemed by RSC and DFE as a concern.

- Clarity of Purpose definition

All staff and governors have participated in meetings to share school's clarity of purpose: improving outcomes for all pupils. This creates the impetus behind all school decision making. The 5 targets in the AIP link to this. Pupil progress meetings link to this purpose. Decisions about curriculum and staff structure link to this aim. Policies written to impact on this aim. Staff are asked – know thy impact' –what impact is what I am doing having? What evidence shows this? What do I need to do next?

- Golden Threads for the academic year
Our schools' 'Golden Thread' have been identified through analysis of data and rigorous monitoring in school. These are outlined in the Interim AIP and the SEF targets section following through to the draft AIP.

1.1 Pupils' attainment

Q. Give one strength of the school as shown in performance data and recorded in your school self- evaluation.

Q. What sort of data does the leadership team use to identify areas of strength and weakness?

Q. What are the standards at the end of the Key Stage?
How do results compare to floor targets?

- Measured against national benchmarks and annual internal targets for each cohort
- Outcomes from latest Pupil Progress Meetings
- Current attainment and progress data from internal moderation for each Key Stage including EYFS

	St Catherine's	National	Cornwall
EYFSP GLD	70%	69.3%	67.3%
Year 1 phonics	91%	80.6%	80%
Y2 Phonics retakes	100%		
Key Stage 1			
Reading EXS+	87%	74.1%	73.5%
Reading GDS+	30%	23.6%	25.6%
Writing EXS+	63%	65.5%	64.7%
Writing GDS+	7%	13.3%	14.3%
Maths EXS+	70%	72.6%	71.2%
Maths GDS+	7%	17.8%	18%
SPAG EXS+			
KS2 SATs			
Combined	55%	53%	51%
Reading EXS+	71%	66%	66.2%
Writing EXS+	71%	74%	72.8%
Writing GDS	0%		16.5%
Maths EXS+	61%	70%	65.3%
SPAG	58%	72%	67.7%

Full break down of results by group in SC Data Headlines

1. Outcomes for Individuals and groups of pupils

September Baseline Assessments

Year Group	Subject	Working below ARE	Working at ARE	Working above ARE
1	R	100%	0%	0%
	W	100%	0%	0%
	M	100%	0%	0%
2	R	73%	20%	7%
	W	37%	63%	0%
	M	67%	33%	0%

	S	80%	20%	0%
3	R	59%	31%	10%
	W	100%	0%	0%
	M	70%	27%	3%
	S	89%	11%	0%
4	R	48%	45%	7%
	W	100%	0%	0%
	M	87%	10%	3%
	S	100%	0%	0%
5	R	32%	59%	9%
	W	39%	61%	0%
	M	55%	42%	3%
	S	65%	35%	0%
6	R	73.3%	23.3%	3.3%
	W	100%	0%	0%
	M	93.3%	3.3%	3.3%
	S	100%	0%	0%

End of October Assessments

Year Group	Subject	Working below ARE	Working at ARE	Working above ARE
1	R	62%	26%	36%
	W	100%	0%	0%
	M	91%	9%	0%
	S	100%	0%	0%
2	R	40%	60%	0%
	W	37%	63%	0%
	M	67%	33%	0%
	S	80%	20%	0%
3	R	37%	60%	3%
	W	100%	0%	0%
	M	70%	24%	6%
	S	55%	45%	0%
4	R	34%	52%	14%
	W	100%	0%	0%
	M	73%	24%	3%
	S	93%	7%	0%
5	R	28%	63%	9%
	W	38%	56%	6%
	M	47%	47%	6%
	S	38%	59%	3%
6	R	73.3%	23.3%	3.3%
	W	100%	0%	0%
	M	93.3%	3.3%	3.3%
	S	86.7%	13.3%	0%

EYFS Baseline

The autumn term baseline data showed 100% of the pupils are in the emerging band in all areas. This means they are working either in the 30-50 months band or the 40-60 months band.

Area	% at 30-50months	% at 40-60months
Self-confidence and awareness	59	41
Managing feelings and behaviour	50	45
Making relationships	68	27
Moving and Handling	55	41
Self-care	9	86
Listening and attention	77	18

Understanding	82	14
Speaking	68	27
Reading	68	32
Writing	64	32
Number	14	82
Shape and Measure	41	55
People and Communities	77	18
The World	82	14
Technology	95	5
Exploring and using media and materials	64	32
Being Imaginative	50	45

1.2 Quality of learning and progress

Q. What are the school wide strategies for improving teaching and learning?

Academy Improvement Officer and Head of School meet 2x a term - [See attached documents](#)

Monitoring carried out this term:

- Teacher lesson observations
- Learning Walks
- Pupil Conferencing
- Pupil Progress Meetings
- Planning Scrutiny
- Book Scrutiny
- Parent conferencing

- **Lessons observed** showed areas of good teaching. Targets set for each teacher to return to in next lesson observation. Information gathered used to plan relevant CPD in Staff meetings (Professional Development Meetings PDMs) and to feed into School Self-Evaluation (SEF). 100% of lessons which were judged as having effective elements. Targets given out to improve on challenge and pace.
- **Planning scrutiny** –results showed need to streamline planning process and apply a consistent approach across the school. An Daras are providing planning proformas – spring term.
- **Pupil conferencing** showed pupils are very passive in learning currently and unable to articulate learning process. Learning powers have been introduced. Visible Learning programme will continue to work on this.
- **Learning walks**- classrooms need to be more conducive/helpful for learners. Move away from all displays being completed/best work. Learning walls in each room/building learning powers displays created.
- **Book Scrutiny** –

Further monitoring has led to a review of the curriculum. A new format has been introduced which incorporates pupil voice and is national curriculum objective led. This will be in place for January 2017.

Outdoor learning is an area to be developed as our grounds are currently used.

Head of school has had monitoring visits from the AIP Carol Green, Diocesan Mentor – Jo Osbourne and SIP – Liz Brandt. ([See separate reports](#)). Positive feedback received on first term’s progress.

1.3 Quality of learning and progress for SEND pupils

- The current record of need shows that there are:

5 statemented pupils
34 pupils –SEN Support
(+4 in Nursery)

- SENDCO has attended MAT meetings and local hub meetings.
- All staff have had Thrive training.
- Classes have been Thrive assessed.

	<ul style="list-style-type: none"> • Interventions are being assessed 6 weekly to ensure rapid progress for pupils with SEN. • SENDCO planning record has been set up. <p>SEN data shows that there is a need for the school to improve outcomes for SEN children.</p>
<p>1.4 Quality of learning and progress for disadvantaged groups</p>	<ul style="list-style-type: none"> • LH has introduced a new PPG map and impact reports. (See separate report) • All staff have been asked to contribute. • Staff training on improving outcomes has been held. • Teachers asked to feedback on PPG pupils' progress in pupil progress meetings. • TA meetings have been held to define clarity of purpose around improving outcomes for all pupils and developing a 'no-excuses' culture. <p>PPG data shows that there is a need for the school to improve outcomes for PPG children. This is confirmed in our Raise Online and Ofsted Dashboard documents. (See separate report)</p>
<p>1.5 Safeguarding</p> <p>Q. What detailed steps are taken to ensure that all pupils are safe?</p>	<ul style="list-style-type: none"> • No pupils on Child Protection Plans/1 pupil on CHIN Plan/1 CIC in school • Changes to policy or practice: New policies have been introduced and shared with staff – See attached documents • LH has met with An Daras Safeguarding officer to carryout an initial assessment of safeguarding at SCs • Audit report - LH is carryout a full audit using An Dara Format. • My concern has been introduced – all staff have received training. • WE is creating a file to enable quick reference to previous logged concerns. • LH is DSL and TL DDSL • LH booked for Level 3 update with a focus on Neglect – Jan 2017 • All staff have received safeguarding update this term • Policy and guidance have been updated. • New CAPH Safeguarding policy will be adopted. • EELive online system has been reintroduced for risk assessments in school. • LH and KM have attended Academy Single Central Record Training. (SCR) • LH has liaised with external agencies re. on-going safeguarding concerns
<p>1.6 Pupils' behaviour</p> <p>Q. How does the school assist pupils in combating harassment and bullying? What evidence is there of improvement?</p>	<ul style="list-style-type: none"> • New behaviour and discipline policy has been agreed and adopted. New diamond behaviour up and running to focus on good behaviour. • Behaviour plans and risk assessment been created for pupils with statement for behaviour. • LH and AB have received Team Teach training. • Lunchtime supervisors have been included in staff training on behaviour. • Lunchtime timings have been restructured to reduce number of children on playground at one time. • Lunchtime behaviour checklist has been created for supervisors to ensure consistent application of behaviour policy – LH/PW to monitor. • Whole School has participated in Anti-bullying week. • Teachers are monitoring behaviour in and around school, especially lunchtimes to ensure behaviour policy is being carried out. • There has been 1 fixed term exclusion this term – 1 day for physical aggression towards a staff member and threatening behaviour towards staff and pupils.
<p>1.7 Contribution to school and community</p>	<ul style="list-style-type: none"> • Community has been the theme of our Collective Worship. • Pupils have worked hard on improving the whole school community. • School has contributed to community by collecting for Launceston foodbank, hosting ADMAT events for each year group, Youth Council, Meeting with MP. • A community lunch has taken place. • Paul Hamlyn has taken photographs and the school has been in the Cornish and Devon Post. • Class 2 attended the opening of the Charlie Bear Museum. • The Tag Rugby and Netball teams have attended local tournaments. • Open the Book have been in weekly. • Pandemonium Theatre group visited. • The school has signed up to two engineering and science projects. • Rev Jane and Teresa have carried out Collective Worship Weekly. • Chartwells have carried out a cooking session and community lunch and met with the school council.

	<ul style="list-style-type: none"> • Communication with families: • Newsletters now go fortnightly. • Bursting to tell stickers introduced. • Certificates for Good Learners and Values in Action children now go home and in newsletter • New website under development (already had positive feedback) • Twitter and Facebook ready to go. • New systems in the morning have been commented on positively and helped with home-school communication. • All classes will have carried out a parental engagement activity before the end of term. • LH has carried out a Traffic Light Survey to ascertain parent views on the school. Results – see separate report. A letter with responses has gone out to parents. If any parent had specific concerns, LH has met with them individually. • LH has sent out questionnaire to find out interest in extended school provision – eg. After School Club/Holiday care./extended nursery provision. Results positive. • Parent Support Worker training going on – support from SB from SSCA. Will be advertised to parents before the end of term to begin in Spring term. • An admissions consultation is currently underway for the 2018/19 policy.
<p>1.8 Church Ethos and SMSC</p>	<ul style="list-style-type: none"> • School has had a community theme in CW this term. • A CW Committee has been set up and had begun to contribute different ideas and have led a cooking session, community lunch this term and a collective worship. • LH and RB have attended Bishop Cornish CW to see a pupil-led approach • PW has attended a Diocesan 'Understanding Christianity' project and will use this to set up a new scheme of learning for RE in the school • PW has worked with RE leads across An Daras and created a new assessment form for teachers to use in RE. • Open the Book is now whole school and this has been successful. • Harvest festival was well attended and a large collection of food was donated to Launceston Food Bank. • The children have taken part in Children in Need to raise money for the national charity. • The Christmas performance will have a theme of Homelessness and the retiring collection will be donated to St Petrocs – a local charity for the homeless. • PW creating SMSC policy and scheme of learning to incorporate the Spirituality and PSHE programmes.
<p>Q.9 Pupil Voice</p> <p>Q. How are pupil contributions implemented and what is their impact?</p>	<ul style="list-style-type: none"> • LH and RB video conferenced pupils from each year group to ascertain pupils' understanding about learning. These results are used as a Baseline for our Visible Learning work. • Wendy Delf (Visible Learning) and LH carried out a 'scoping exercise' with a learning focus – this incorporated pupil conferencing to look at independence in learning. • Pupil questionnaires will be given out in each year group this term. Results will be collated. These will then be used by each class teacher to set class targets for improvement and by the SLT to set whole school targets. • Pupil voice will be used to help set curriculum themes each term – starting in December for Spring term's topics. • The Collective Worship Committee has been established to allow pupils to take a lead in determining some aspects of our worship in school. There is also a comments/suggestions and ideas book available for pupils to comment. • The School Council has been elected and have met with Scott Mann the local MP to find out about School Parliament and democracy and have also attended the Youth Council. • Follow up pupil conferencing will assess impact of incorporating pupil voice and improvements in Visible Learning strands.
<p>1.10 Attendance</p> <p>Q. How is pupils' attendance and punctuality monitored and acted upon?</p>	<ul style="list-style-type: none"> • LH has met with EWO – we are in-line with national targets. Current whole school attendance is 96% (See separate Report). • Letters have been sent to families causing concern follow-up meetings arranged. • Office produce weekly attendance figures for Head of School. • Teachers check own class attendance weekly and meet with parents as necessary. • Attendance display to be created in the Spring Term. <p>Under Review:</p> <ul style="list-style-type: none"> • Introducing traffic light certificates to reward good attendance /An Daras Attendance Policy

2. The school's capacity for sustained improvement

Item	Commentary– Appendices added for detailed additional information
<p>2.0 Teaching provision</p> <p>Q. Are teacher's performance objectives linked to school priorities? How do you know?</p> <p>Q. How is professional development informed by evidence?</p>	<ul style="list-style-type: none"> • Performance Management has been carried out with all teaching staff. (See Separate Report). • A new process and policy has been introduced. • Targets link to the 'Golden Threads'. This year all teachers have targets linked to SPAG data, Subject and middle-leadership development (linked to curriculum development) and Visible learning – developing pupils' learning behaviours. • Teachers have been given information about how performance will be judged: <ul style="list-style-type: none"> ✓ Teacher Standards ✓ Teacher Standards of Professional Development ✓ Teacher Non-negotiables ✓ Year Group Non-negotiables ✓ Teacher Standards linked to career stage ✓ Five point monitoring ✓ Job Descriptions • Five Point monitoring will be used to judge performance – as described above.
<p>2.1 Curriculum breadth and depth</p> <p>Q. How does breadth and depth impact on overall standards</p>	<p>Review of Inspire Curriculum currently followed showed weakness in coverage. Challenge and Mastery an issue, English planning lacked consistency, pace of work not appropriate.</p> <ul style="list-style-type: none"> • New Curriculum plan under way to commence Spring 2017 – this will be National Curriculum objective led and draw themes from pupil voice. Rigorous monitoring will be implemented to ensure that curriculum has appropriate breadth and depth and that the curriculum impacts positively on pupil progress and engagement in learning. The focus will be of ARE, mastery and challenge and opportunities for pupils to apply independently, in cross-curricular activities, skills learnt in core subjects. • English Curriculum – we have bought into Babcock LDP Literacy Teaching Sequences – LD monitoring impact. • Maths Curriculum – we now follow White Rose Maths Hub Scheme of Learning which provides assessment for teachers to ensure mastery level planned for.
<p>2.3 Training priorities and impact</p> <p>Q. How well informed are staff about short term and strategic improvement?</p> <p>Q. What has been the impact of CPD on standards?</p>	<ul style="list-style-type: none"> • Teaching staff have all received first aid training. PDMs have included Ofsted Prep, Maximising Impact of TAs, Improving Outcomes for all pupils, SPAG teaching, Thrive training, PE, Safeguarding update, My Concern Training, Mastery and Challenge in Maths, Building Learning Powers. • TAs have had First aid training, Safeguarding updates, School Improvement Priorities, improving outcomes for all pupils, My Concern Training, Thrive Training, Maximising impact of TAs, Building Learning Powers. • Where needed staff have had attended Safeguarding Level 2, Prevent, Team Teach. • The SENDCO has attending Early Support Training, Emotional Resilience Conference, SENDO moderation and hub meetings. • LH and PW have attended the CAPH conference and Visible learning – foundation day and evidence into action day 1 along with Chair of Goves, RB. • LB has attended Maths hub meetings and NPQML day 1. • LD has attended NPQML day 1. • All teachers have attended moderation meetings and/or subject leader cross-MAT meetings. • LH has completed EVC training. • LH and RB have visited Bishop Cornish to see outstanding Collective Worship provision. • LH and RB have attended Diocesan Training Day. • PW has attended RE Hub meetings and Understanding Christianity Project Day 1. As part of role development she now attends SALT days. • After each training session, staff are given actions and targets with deadlines to carry out. These are then set a date to review impact through pupil conferencing , learning observations and walk, etc. • Staff attending training are asked to lead a PDM to disseminate learning and good practice. • SLT and Subject Leaders carry-out follow-up monitoring to ensure new practice is

	<ul style="list-style-type: none"> embedded and impacting on learning. Teachers have been asked to create action plans focusing on maximising impact of TAs in their own classrooms. This will contribute to the formation of a TA Deployment Policy. <p>Next terms training:</p> <p><i>Staff Meetings – Literacy/Maths/TA development/School environment improvement/SEF and SIP updates/New curriculum/Assessment updates.</i></p> <p><i>CPD/External Training - Visible Learning to begin in Spring term – impact coaches and all staff-foundation day. LB/LD continue NPQML/LH safeguarding. LB – maths hub/Mastery Training</i></p>
<p>2.4 Leadership and management</p> <p>Q. How are high expectations for teachers demonstrated, monitored and assisted?</p> <p>Q. How are middle and curriculum leaders contributing to the raising of standards?</p>	<ul style="list-style-type: none"> SALT meeting fortnightly – LH/PW attend SLT meeting fortnightly – LH, PW, TL, LB, LD Department Meetings fortnightly Staff Meetings Weekly LH meets with RB (Chair) fortnightly. New subject leaders assigned where needed (See above) AIP is reviewed as a whole staff – staff are asked to annotate their contributions to whole school improvement which is fed back in the end of term review of impact meeting and used to form PM evidence. English and Maths leads create own Subject Leader action plans to contribute to whole school improvement Head of School meets AIO half-termly to review progress towards AIP targets. SIP visit with HoS termly to assess school improvements. PW attending SALT meetings and VL leadership training to develop leadership skills LD/LB undertaking NPQML training- they will complete school improvement projects as part of training – these will link to AIP key priorities LD/TL to attend VL Impact Coach training next term LH has set up visits to other schools to develop effective partnerships to develop leadership –incl NCTL bid with teaching school partners <p>See SEF for judgments on Leadership – Section 5</p>
<p>2.5 Key Stage leader reporting</p> <p>Q. How are high expectations for teachers demonstrated, monitored and assisted?</p>	<ul style="list-style-type: none"> Key Stage department meetings set up Agenda set during SLT meeting –fed down from SALT key priorities for improvement KS Leads agenda and minute meetings and these are reported back to LH KS Leads focus on: <ul style="list-style-type: none"> ✓ Improving outcomes for all pupils ✓ Development and review of PPG map ✓ Strategy plans for raising attainment/meeting targets ✓ Book scrutiny – progress focus Key Stage Leads PM targets linked to department attainment and progress
<p>2.6 Effectiveness of LGAB and Impact</p> <p>Q. What are the current LGAB priorities and how are these being addressed?</p>	<ul style="list-style-type: none"> LGAB – reconstituted under Academy Chair of Governors meets Head of School fortnightly to discuss progress towards AIP targets Chair has attended VL training and Diocesan Conference as well as visiting a school to see good practice. Governors have attended a range of training courses to develop their roles and increase effectiveness Governors are now assigned in school improvement target teams to support and challenge effectively in ensuring school improvement priorities are being met.

3. Important actions (to sustain effectiveness and make significant improvement)

Item	Commentary – Appendices added for detailed additional information
<p>3.0 Assessment and data</p> <p>Q. What conclusions</p>	<ul style="list-style-type: none"> Progress needs to be focus – SEF has identified key areas of concern. Raise Online Analysis has been carried out – these will feed into new AIP which will take over from interim plan from Jan 2017. (See separate report) Areas of weakness in the school: performance of disadvantaged pupils. Progress of more able pupils is a key priority.

<p>have been drawn from the analysis of results and what actions taken?</p>	<p>Key Findings from Raise Online Analysis: See Separate Report.</p>
<p>3.1 Monitoring</p> <p>Q. Discuss one group of pupils causing concern</p> <p>Q. How is pupil premium grant money being spent?</p> <p>Q. How is PE premium money being spent?</p>	<ul style="list-style-type: none"> LH has created new AIP, SEF, PPG map. All staff are shared in this process and expected to annotate and contribute to plans – shared via update staff-meeting and PM review. LH has applied for a school improvement grant from NCTL – working with Julie Curtis –head of Sir Godfreys in Landrake (a Church School of similar size). New policies created for Teaching and Learning, Behaviour and Discipline, Marking and Feedback. Expectations shared with all staff. <p>Spring term:</p> <p><i>Learning walks</i> - to focus on creating classrooms that support independent learning. <i>Book Scrutiny</i> – focus on new marking and feedback policy (success criteria led) and evidence of progress. <i>Pupil conferencing</i> – ability to articulate learning and understanding of own next steps of learning. <i>Learning Observations</i> – priorities from this term/visible learning – mastery/challenge/pace and use of verbal feedback. <i>Planning scrutiny</i> - new curriculum/new proformas <i>Performance Management</i> - teaching staff review/TA target setting meetings. <i>Pupil Progress meetings</i> – progress of disadvantage pupils.</p> <ul style="list-style-type: none"> Progress of PPG/disadvantaged children group of most concern. Details of how PPG fund is being spent can be seen in PPG Map (See attached Report) PE Premium – (See Separate report) Focus this year is on developing outdoor learning – Forest School Training has been included in programme. New Outdoor learning Lead – Megan Swan who is working with PE Lead – Jo W. Healthy School Status has been achieved again this year. Arena Planning and assessment now used. JW carries out monitoring on external providers. Friends will also support through providing funding for Forest School and outdoor learning.
<p>3.4 Self-Evaluation and Academy Improvement Plan</p> <p>Q. Give one strength of the school as shown in performance data and recorded in your school self-evaluation.</p> <p>Q. Evaluate priorities from your current Academy Improvement Plan and evidence impact</p>	<ul style="list-style-type: none"> Key strengths and weaknesses of the school – OFSTED data Dashboard –See Separate Report External reports – AIO, SIP Partner, moderation etc. <p>Self Evaluation and School Improvement Plan</p> <p>Priorities set in Sept 2016:</p> <ol style="list-style-type: none"> SPAG Outcomes of disadvantaged pupils Leadership Visible learners Curriculum development <p>See reviewed AIP/HoS monitoring visits/SIP report</p> <p>New priorities: See SEF report and draft AIP currently being created for commencement in Jan 2017.</p> <p><i>Current priorities – see reviewed Interim AIP – good progress has been towards targets set.</i></p>

<p>3.5 Ofsted Action Points</p> <p>Q. Give one action point from your school's last inspection</p>	<p><u>OFSTED Action Points</u></p> <ul style="list-style-type: none"> ■ increase the rate of progress for pupils in Key Stage 1 by: <ul style="list-style-type: none"> - setting clear expectations of what pupils will learn in each lesson, based on their different starting points - correcting any misconceptions during lessons - writing precise next steps in learning when marking pupils' work - checking that there are no gaps in the work expected to be covered in writing and mathematics during each academic year ■ improve the leadership of Key Stage 1 so that the quality of teaching and learning, and pupils' progress, is consistently good ■ ensure the scrutiny of children's books and lesson observations focus on the progress made by all pupils. <p>Actions taken and Impact: KS1 Lead in place now – positive feedback from external professionals Monitoring shows impact: team work very well together, planning across the phase. KS1 results improved. Phonics results significantly above national average. Focus in KS1 is now on GDS – more able pupils as these results were below national. ADMAT support in place and focus of moderations. All staff have GDS targets on their PM. Book scrutiny focus is on progress. Learning observations have been 100% good this term</p>
<p>3.6 Learning Environment improvement</p> <p>Q. How is the whole learning environment addressing identified learning needs?</p>	<ul style="list-style-type: none"> • Learning (Narrative) walk outcomes – Learning environment mostly still needs development to improve active engagement in learning – focus still promotes passivity in learning • Visible Learning audits and strategy outcomes – see separate report • All staff have created a VL display in class and one is in the process of being created for the hall • Display policy has been discussed to enable staff to move away from all displays being based on finished product and instead to promote learning strategies • Requirement to change all displays half-termly has been changed

4. Health and Safety reporting

Item	Commentary – Appendices added for detailed additional information
<p>4.1 Date H&S policy implemented:</p> <p>Date of next review:</p>	<p>Health and Safety Policy to be reviewed Nov LGAB Meeting.</p> <p><u>Premises Summary</u></p> <p>New doors in office reception and Class 1 are completed. Diocesan support from James Hetherington has now ceased. Roof work is not yet signed off as tiles loose- they will sign off when complete. Quotes received for development of outside area for reception and EYFS. Cloakroom redevelopment underway – will be additional classroom – Learning hub. KS1 Quiet room will become a Thrive room. Parago Booked to complete Asset register.</p>

	<p><i>Health and Safety:</i></p> <p>EG has carried out a health and safety audit in school. Actions being completed this term. LH has set up new system and reporting for Fire Drills – actions have been carried out. EXCO has carried out annual checks on fire equipment. Electrical testing has been completed this term.</p>
4.2 Analysis of Accident Report File (e.g. trends/remedial actions etc.)	<ul style="list-style-type: none"> • Statistical analysis of accidents and near misses (compare to previous year(s) to show any trends); details of actions taken to reduce number and repetition of most common / most serious accidents – KM to carry out – highlighted action on H&S audit • Accident recording being reviewed. Process of recording has been simplified.
4.3 Staff sickness absence analysis:	<ul style="list-style-type: none"> • One staff – month absence due to accident-cover will be claimed on insurance. • Main staff absence this term has been due to sickness bug. • Staff absence almost completely covered internally.
4.5 Staff wellbeing strategies and their impact	<ul style="list-style-type: none"> • Teacher workload has been reduced in a significant number of ways: <ul style="list-style-type: none"> ✓ Marking and Feedback Policy reviewed ✓ Half-termly reporting changed to Pupil Progress Meetings ✓ Expectation re. after-school clubs has been reduced ✓ Restructuring of TA timetables to allow for some admin tasks to be reduced and streamlining across departments ✓ Change to requirements for display to reduce workload
4.6 Fire safety - details/outcomes from fire drills completed and extinguisher annual service check	<ul style="list-style-type: none"> • Successful fire drills conducted 15.9.16, 8.11.16, 9.11.16 Reports created listing issues with actions to be carried out and signed off when complete. Drill on 8.11.16 was blocked exit practice and lunchtime drill. Re-tested on 9.11 to check timings had improved from 15.9. (See separate report) • Extinguishers checked and replaced as necessary as part of annual check. (Oct 16) • No specific training undertaken highlighted action from H&S audit – Fire extinguisher training needed for staff • PEEPS – currently only needed for 1 pupil in Reception
4.7 Details of 1st aid provision/arrangements	<ul style="list-style-type: none"> • All staff have undertaken the one-day first aiders training • H&S audit checked administration of medicines and highlighted need for check on expiry dates for inhalers
4.8 Outcomes from termly H&S inspections	<ul style="list-style-type: none"> • H&S audit carried out –see separate report for highlighted actions • External Health and Safety Audit has been carried out 30.11.16 – awaiting report
4.9 Status of risk assessment process	<ul style="list-style-type: none"> • LH has attended EVC training • LH has re-instated EECLive for creating risk assessments • Staff to receive EECLive training in February • Educational Visits Pack has been created by An Daras Head Office
4.10 Off site visits	<ul style="list-style-type: none"> • Visits to enhance curriculum learning have taken place this term to: <ul style="list-style-type: none"> ✓ STEM Fest at Plymouth Aquarium ✓ Theatre ✓ Museum ✓ Charlie Bear Museum ✓ Sporting Events – multi-skills, netball, tag rugby tournament, swimming lessons ✓ Youth Council ✓ Maths Enrichment Day at Launceston College • The school has also had visits from a Music teacher to promote learning an instrument, our local MP Scott Mann to learn about parliament and Pandemonium Theatre Group • Each class has held a Parental Engagement Session • All classes except Reception have hosted an ADMAT Pupil Event
4.11 Training completed	<ul style="list-style-type: none"> • Staff training (other than curriculum) <ul style="list-style-type: none"> ✓ New finance secretary has had training from Head Office in using finance systems ✓ Paragoe Resources Audit training booked ✓ LH and KM attended ADMAT SCR training
4.12 Monitoring	<ul style="list-style-type: none"> • Behaviour Support bought into and visits planned • Ed Psych bought into – visits planned

	<ul style="list-style-type: none"> • CIC fixed term exclusion reported to Cornwall – Liaison set up with Virtual Lead for CIC Lead to support pupil • Working with Torbay agencies to secure place for CIC pupil in Cornwall
4.13 Audit	<ul style="list-style-type: none"> • See separate audit reports • Head Office have planned to audit use of office staff and arrangements • Finance office audit highlighted ordering issues – exploring solutions
4.14 Future initiatives	<ul style="list-style-type: none"> • Conversion of cloakroom into a classroom – completion due before the end of term • Fire Training needed for staff – explore and book • Covered area quoted for Reception/Yr 1 outside area • Conservatory to link nursery to the main building quoted for • Explore possibility for school to have pets • Development of outside area planned
4.15 Report compiled by:	Louise Hussey
4.16 Date:	November 2016

Acronym	Meaning
ARE	Age Related Expectations
SEN	Special Educational Needs
PPG	Pupil Premium Group
EYFS	Early Years Foundation Stage
PDM	Professional Development Meetings (Staff Meetings)
SEF	School Self-Evaluation Form
HoS	Head of School
SENDCO	Special Education Needs Coordinator
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SSCA	St Stephens Community Academy
WHA	Windmill Hill Academy
SC	St Catherine's C of E School
NP&W	North Petherwin and Werrington
VL	Visible Learning
EVC	Educational Visits Coordinator
SPAG	Spelling, Punctuation and Grammar
EWO	Educational Welfare Officer
NPQML	National Professional Qualification for Middle Leadership
CAPH	Cornwall Association for Primary Heads
SMSC	Social, Moral, Spiritual and Cultural Education
SALT	Senior Academy Leadership Team
SLT	Senior Leadership Team
GDS	Greater depth in the expected standard
PM	Performance Management
AIP	Academy Improvement Plan
SIP	School Improvement Partner
PP Meeting	Pupil Progress Meeting
CHIN	Child In Need
MAT	Multi Academy Trust
DFE	Department for Education
RSC	Regional Schools' Commissioner
PEEPs	Personal Emergency Evacuation Plans
CIC	Child in Care