



**ST. CATHERINE'S C of E PRIMARY SCHOOL  
HEAD TEACHER REPORT TO THE GOVERNORS  
SPRING TERM 2016**

Information within this report is linked to the Ofsted Inspection judgements below:

- i. Achievement of Pupils*
- ii. The Quality of Teaching*
- iii. The Behaviour and Safety of Pupils*
- iv. Leadership and Management (including Governance)*

**1. Outcomes for individuals and groups of pupils**

Pupils' attainment/Progress	<b>Spring Term 2016 Assessments</b>								
	<i>Point A is the start of the School Year and Point B are the Spring Term Assessments</i>								
	<b>READING</b>								
		Below Year PoS		Commencing		Developing		Secure	
		<b>Point A</b>	<b>Point B</b>	<b>Point A</b>	<b>Point B</b>	<b>Point A</b>	<b>Point B</b>	<b>Point A</b>	<b>Point B</b>
	Year 1	7% (2)	0%	80% (24)	57% (16)	13% (4)	43% (12)	0%	0%
	Year 2	10% (3)	0%	28% (8)	23% (7)	62% (18)	69% (20)	30% (9)	37% (11)
	Year 3	21% (6)	3% (1)	64% (18)	28% (8)	14% (4)	69% (20)	0%	0%
	Year 4	27% (8)	0%	47% (14)	20% (6)	27% (8)	13% (4)	0%	67% (20)
	Year 5	25% (7)	29% (9)	57% (16)	35% (11)	18% (5)	35% (11)	0%	0%
Year 6	84% (26)	16% (5)	16% (5)	45% (14)	0%	39% (12)	0%	0%	
<b>WRITING</b>									
	Below Year PoS		Commencing		Developing		Secure		
	<b>Point A</b>	<b>Point B</b>	<b>Point A</b>	<b>Point B</b>	<b>Point A</b>	<b>Point B</b>	<b>Point A</b>	<b>Point B</b>	
Year 1	0%	0%	47% (14)	36% (10)	53% (16)	64% (18)	0%	0%	
Year 2	24% (7)	10% (3)	55% (16)	53% (16)	21% (6)	37% (11)	0%	0%	
Year 3	29% (8)	3% (1)	71% (20)	28% (8)	0%	66% (19)	0%	3% (1)	
Year 4	53% (16)	10% (3)	27% (8)	30% (9)	20% (6)	43% (13)	0%	17% (5)	
Year 5	25% (7)	29% (9)	61% (17)	32% (10)	14% (4)	23% (7)	0%	16% (5)	
Year 6	84% (26)	16% (5)	16% (5)	55% (17)	0%	29% (19)	0%	0%	
<b>MATHEMATICS</b>									
	Below Year PoS		Commencing		Developing		Secure		
	<b>Point A</b>	<b>Point B</b>	<b>Point A</b>	<b>Point B</b>	<b>Point A</b>	<b>Point B</b>	<b>Point A</b>	<b>Point B</b>	
Year 1	0%	0%	100% (28)	4% (1)	0%	96% (27)	0%	0%	
Year 2	34% (10)	3% (1)	66% (19)	50% (15)	0%	47% (14)	0%	0%	
Year 3	93% (25)	10% (3)	7% (2)	17% (5)	0%	72% (21)	0%	0%	
Year 4	67% (20)	20% (6)	33% (10)	47% (14)	0%	33% (10)	0%	0%	
Year 5	57% (16)	26% (8)	43% (12)	26% (8)	0%	42% (13)	0%	6% (2)	
Year 6	73% (22)	40% (12)	27% (8)	47% (14)	0%	13% (4)	0%	0%	
<b>COMMENTARY</b>									
As well as tracking progress through iTrack, staff are monitoring how well the pupils are moving forward using their exercise books and their half termly progress books. Looking at the figures above it									

is evident that pupils are moving forward. The new curriculum is having an impact in regard to having to catch up with the new previous year group expectations and ensuring that pupils move forward with their current year expectations.

Teachers have completed detailed analyses in regard to their Spring Term Assessments which have been studied by SLT.

### **SPECIFIC FOCUS FOR OFSTED ACTION PLAN – improving standards in maths and writing in KS1:**

#### **Year 1**

**Maths** - excluding those with SEND, the cohort are progressing well within the developing band. Progress has increased from Autumn due to curriculum coverage where work within some strands (Multiply & Divide, Fractions and large areas of Measure) had not previously been addressed.

**Literacy – Writing** - At the end of Autumn it was noted that checking writing makes sense was the greatest area of weakness within the cohort. This term they have focused on editing as a process. The Storytelling strategy has given the opportunity to extend learners into the Invention area of writing. The approach has been to become authors and edit our writing drafts. They have spent time talking specifically about how they can improve their writing.

The immense amount of internalisation work carried out in Autumn and at the start of Spring terms is now beginning to have a huge impact in other written pieces of writing. Cross curricular writing (instructional features from How To Trap A Wolf in Autumn) have featured in Science experiment method write ups. Children are remembering genre features such as bullet points and numbering steps as well as time conjunction starters - first, next, then, after that, finally.

#### **Year 2**

**Maths** - Progress within the commencing/developing statements has been made for all pupils in Year 2 although this is not clear to see from the 97% figure. This is due to coverage of the statements, which has improved through teaching and learning of new strands in maths and further coverage of previously taught strands, but due to the nature of the statements, it is not possible within Maths to highlight the whole statement at this point in the academic year. Many of the statements will require more formative and summative evidence before they can be ticked off as secure. This is due to the end of year expectation. However, having compared maths evidence with other schools (An Daras and schools at a recent moderation consensus meeting) we will have enough robust and rigorous evidence bases.

**Literacy – Reading** - 100% of pupils are accessing the Year 2 reading curriculum. 41% of pupils are already secure with the Year 2 objectives through both formative and summative assessments. A wide range of formative evidence to support these judgements has been collated across all of the curriculum. Reading is deeply embedded in the classroom and the cohort have a real love of books and reading. Book club numbers have increased from the original 6 invited members to 14. Book Club offers the opportunity to gain another source of evidence for the reading objectives and nurture the lifelong love of reading for pleasure.

**Writing** - As with maths, the statements for writing are so broad that although there is clear progress in pupils' learning, it is not always possible to tick the whole statement. However, there are now 10% of pupils not at current year group expectations and 90% commencing/developing. Again, having studied the exemplification materials in conjunction with the curriculum objectives, the teacher has highlighted areas where she needs to collate more evidence and have built these areas into her planning.

#### **YEAR 6**

##### **Maths:**

17 of 31 children are not at Y6 level for maths. 11 of those 17 are either PPG or SEND. The 6 other children are at Y6 commencing level for at least one strand of Mathematics. All of these children have achieved a higher mark across the 3 end of KS2 papers this term. So progress is being made.

##### **Reading:**

24 of the 31 children in Y6 are now working at Y6 commencing or above. This leaves 7 of 31 children not at Y6 level for reading. All these children are PPG or SEND. There are 4 children who are already at Y6 secure level. They scored highly on their end of KS2 papers this term and have achieved the

objectives for Y6.

**Writing:**

5 children from Y6 are not at Y6 level this term. These children are PPG or SEND.

To be secure in the Y6 expectations by the end of the year the 26 children within the Y6 programme of study need to continue to work on their ability to evaluate, edit and proof-read. They will need to use their increasing understanding of grammar to make changes for effect and meaning.

**We are continuing booster work for specific pupils but until the tests it will be difficult to see how this particular cohort will do in this first year of newly designed tests. We have no idea as yet to what the DfE will class as the average. They will inform us after the tests are completed.**

**SPAG ASSESSMENTS – KS2**

Children working at age level programme of study in KS2: that is achieved 67% plus after 2 terms:

Year 3 – 93% - 17 out of 30 pupils on track to achieve expected level – 56%. One pupil is on 50% achieved so could achieve year end expectations which could raise achievement to 60%. Therefore suggest focussed work for those on 33% - 9 pupils.

Year 4 – 80% - 22 out of 30 pupils on track to achieve expected level – 73%. Two pupils are on 33% achieved so could be focussed on to raise potential outcome to 79%

Year 5 – 71% - 11 out of 31 pupils on track to achieve expected level – 35%. However 14 pupils are on 50% achieved so could still achieve year end expectations with focussed intervention. This would be another 45%.

Year 6 – 7 out of 31 pupils on track to achieve expected level. 9 pupils are on 33% achieved of Year 6 programme of study. If all achieved year end expectations this could raise achievement to 52%. However these assessments are a cause for concern.

**This is still an area to further develop with focussed intervention this summer term, particularly for Y6 with only a few weeks to SATs.**

**FOUNDATION STAGE ACHIEVEMENT TO DATE**

*40-60 is the expected band for this age group. Expected is end of year expectation – that is achieved Early Learning Goal. Please bear in mind that with the Reception Teacher suddenly leaving the class has experienced disruption in the first half of the Spring Term.*

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT**

	SelfConfidence&Awareness	Feelings & Behaviour	Making relationships
30-50	7%	3%	7%
40-60	83%	87%	80%
Emerging	90%	90%	87%
Expected	10%	10%	13%

**PHYSICAL DEVELOPMENT**

	Moving & Handling	Health & Self-care
30-50	3%	3%
40-60	93%	93%
Emerging	97%	97%
Expected	3%	3%

**COMMUNICATION & LANGUAGE**

	Listening & Attention	Understanding	Speaking
22-36		3%	3%
30-50	10%	3%	7%
40-60	83%	77%	90%
Emerging	93%	83%	100%
Expected	7%	17%	

**LITERACY & NUMERACY**

	Reading	Writing	Numbers	Shape Space Measures
30-50	3%	3%	3%	3%
40-60	83%	93%	77%	97%
Emerging	87%	97%	80%	100%
Expected	13%	3%	20%	-

**Focus this summer term will be devising activities that will ensure a Good Level of Development by end of June. We are aiming for at least 65% to achieve this.**

Quality of learning and progress

**Learning walk – report from Peter Crispin CSIT on monitoring visit – Feb 2016:**

All classes were visited during the morning. Pupils were focussed on their work in each classroom/work area, with a purposeful learning environment evident. There was a good ratio of adult support, either in class alongside the teacher or in discrete breakout groups.

All staff were engaged very positively on learning activity and were clear about their role. Classrooms were well organised with good levels of resource including the use of IT. Resources were clearly labelled and easily accessible. Displays around the school reflected a wide and balanced curriculum; those in the classroom had a clear focus on current learning, particularly in core subjects, and also included prompts for independent learning and expected behaviours. Movement around school was purposeful and orderly.

EY: Spacious classrooms with free-flow access to outdoor learning area. Very flexible offer to families, with children arriving/departing at different times is well managed.

Key Stage 1: pupils involved in Read, Write, Inc activities, for which they are split into differentiated ability groups. Clear strategies and expectations were evident regarding behaviour and movement between aspects of the lessons, resulting in time being used efficiently.

Key Stage 2: Lessons were carefully planned and work was well differentiated. Staff were very aware of pupils' capabilities and there was a high level of support provided to accelerate progress. Particularly challenging work was being undertaken in Y6 cohort, well differentiated but with a high level of challenge to which pupils were responding positively. One able group was being taught IT by a specialist teacher, involving programming, linked to the maths target. They responded very well.

**Discussion with ENGLISH and MATHEMATICS subject leaders:**

Responsibility for both core subject areas is shared between separate pairs of teachers, responsible for EY/KS1 and KS2 respectively. This is reported to work well, with opportunities for sharing ideas and moderating judgements; in addition, the more senior staff are able to mentor and support the development of leadership skills with their colleagues.

Maths leaders consider pupils to be confident in calculation; they are focusing on continuing to develop pupils' reasoning and problem solving skills by incorporating such questions in every maths topic. The textbooks used in KS2 reinforce this effectively, as does a specific focus on problem-solving in maths on one day per week. Considerable effort has been put into providing pupils with strategies for supporting their learning when they are 'stuck'; this was evident also from classroom displays. IT is being used effectively to extend more able pupils mathematically.

English leaders have introduced Read, Write, Inc across KS1 and also Talk for Text. Both these schemes are considered to have had a positive impact on pupil progress. Evidence from class visits shows that pupils enjoy their English activities and the strategies used support independence and responsibility for learning amongst the children. Subject leaders report increased levels of engagement and enjoyment in English, with improved vocabulary.

Subject leaders have provided useful resources for colleagues, including developed materials; they consider that communication with colleagues is effective. This includes individual coaching and support

(for example Big Ideas, a collection of started maths activities) and a regular focus on the subject in staff meetings and training sessions. Teaching assistants have had their maths subject knowledge developed through the provision of GCSE study guides. As a result, their confidence has improved. Efforts are being made to integrate maths more fully with other curriculum areas.

Pupil progress data is analysed every six weeks. Progress books, introduced in the autumn term, are used alongside this with tasks undertaken independently each half-term. A revised, agreed marking and assessment policy has been introduced. In the small sample of pupils' books observed, this is generally being used effectively but is not yet fully consistent across classes. Subject leaders are monitoring this. They are also continuing to develop progression across cohorts particularly in the development of language terminology and progression of writing skills. In maths the development focus is on reasoning and problem-solving skills.

Subject leaders use discrete leadership time effectively to monitor their subjects. This includes lesson observations, scrutiny of curriculum planning and moderating pupils work. This moderation is undertaken both internally and with colleagues from schools in the An Daras multi-academy trust. The subject leaders maintain an effective dialogue with responsible governors, who visit regularly and are well informed of developments. Subject leaders prepare regular reports (weekly for ReadWriteInc) and have also made presentations directly to the full governing body.

Provision and progress for pupils with special educational needs and disabilities

**Reading**

	SEND	SEND	SEND		Non SEND	Non SEND	Non SEND
	Below secure	Secure	Above Secure		Below secure	Secure	Above Secure
1	100% (5)				100% (23)		
2	80% (4)	20% (1)			48% (12)	40% (10)	12% (3)
3	100% (6)				100% (23)		
4	50% (4)	50% (4)			27% (6)	73% (16)	
5	100% (6)				100% (25)		
6	100% (5)				100% (26)		

**Writing**

	SEND	SEND	SEND		Non SEND	Non SEND	Non SEND
	Below secure	Secure	Above Secure		Below secure	Secure	Above Secure
1	100% (7)				100% (23)		
2	100% (5)				100% (25)		
3	100% (6)				96% (22)	4% (1)	
4	88% (7)	13% (1)			82% (18)	18% (4)	
5	100% (6)				80% (20)	20% (5)	
6	100% (5)				100% (26)		

**Mathematics**

	SEND	SEND	SEND		Non SEND	Non SEND	Non SEND
	Below secure	Secure	Above Secure		Below secure	Secure	Above Secure
1	100% (5)				100% (23)		
2	100% (3)				100% (27)		
3	100% (6)				100% (23)		
4	100% (8)				100% (22)		
5	100% (6)				92% (23)	8% (2)	
6	100% (4)				100% (26)		

**COMMENTARY**

As reported by staff in their detailed analyses, pupils are making small steps of progress which is not always evident within iTrack end of year objectives. They have detailed their interventions and outcomes and barriers to learning and this will be analysed by the SENDCo and reported to SLT.

Provision and progress for Pupil Premium Grant pupils	<b>Reading</b>							
		PPG	PPG	PPG		Non PPG	Non PPG	Non PPG
		Below secure	Secure	Above Secure		Below secure	Secure	Above Secure
	1	100% (7)				100% (21)		
	2	67% (2)	33% (1)			52% (14)	37% (10)	11% (3)
	3	100% (12)				100% (17)		
	4	36% (4)	64% (7)			32% (6)	68% (13)	
	5	100% (8)				100% (23)		
	6	100% (13)				100% (18)		
	<b>Writing</b>							
		PPG	PPG	PPG		Non PPG	Non PPG	Non PPG
		Below secure	Secure	Above Secure		Below secure	Secure	Above Secure
	1	100% (12)				100% (16)		
	2	100% (3)				100% (25)		
	3	100% (12)				94% (16)	6% (1)	
	4	89% (16)	11% (2)			75% (9)	25% (3)	
	5	85% (11)	15% (2)			83% (15)	17% (3)	
6	100% (18)				100% (13)			
<b>Mathematics</b>								
	PPG	PPG	PPG		Non PPG	Non PPG	Non PPG	
	Below secure	Secure	Above Secure		Below secure	Secure	Above Secure	
1	100% (5)				100% (23)			
2	100% (3)				100% (27)			
3	100% (6)				100% (23)			
4	100% (8)				100% (22)			
5	100% (6)				92% (23)	8% (2)		
6	100% (4)				100% (26)			
<b>COMMENTARY</b>								
As reported by staff in their detailed analyses, pupils are making progress which is not always evident within iTrack end of year objectives. They have detailed their interventions and outcomes and barriers to learning and this will be analysed by the SENDCo and reported to SLT.								
Safeguarding	There are no safeguarding incidents to report. The Safeguarding return (S/157/175) will be completed alongside the Safeguarding Officer of An Daras as we did last year. This ensures good quality assurance on our returns. We have now completed our Emergency Action Plan and this has been circulated to all Governors and Staff. It is also published on our website.							
Pupils' Behaviour	We have received positive feedback regarding the pupils' behaviour on school trips and visits and during community and sports events. Learning behaviours in class are good and pupils remain focussed on tasks set. We have one pupil who presents quite challenging behaviour (not within our SEND and CIC pupils who are very well managed). This child is supported by competent and very patient support. This child rebels against work, other pupils and general expectations of reasonable behaviour. Fortunately the remaining pupils are very patient and forgiving. However, this is continuing to be a concern as this child will fall further behind his peers and we are concerned about eventual transfer to secondary school.							
Contribution to school and community/visits/workshops	Trips/ Visits and Events for this term include: Bikeability Barnardos Talk and presentation of our fundraising cheque to them. Chartwells events to promote school meals. Open the Book – collective worship presentations for KS1 commence.							

	<p>Swimming for Year 3 – termly programme.  Film Club once a month.  Year 5 partner schools event  Y3/4 Multi-skills event.  Year 1 partner schools event  Digital Day – focus online safety.  THRIVE training commences for SENDCo and two teaching assistants.  Y1 trip to Bude.  Y3 partner schools event.  Weights and heights – Reception and Y6 pupils.  Y3 visit to Jo Downs factory.  Safer Internet Day – whole school.  Church Trails activity at St Mary Magdalene’s with Reverend Newcombe.  Pupil Progress Day – meeting for parents and pupils to discuss progress.  Peter Crispin CSIT visit to monitor progress.  Y6 Transition meeting at Launceston College – Libby Bruce attends.  Y6 partner schools event.  High 5 Tournament – team came second and qualified for area finals.  World Book Day  Year 4 partner schools event  TUPE meeting for all staff – Cornwall HR.  Football and netball local schools league matches  Year 2 partner schools event.  Launceston Youth Council meeting – Town Hall  Easter Service – St Mary’s  Moderation/ standardisation meetings for each year group with partner schools.  Various CIC, Review and SEND meetings  Reception and Nursery parent meetings</p>
Attendance	<p>The EWO visit this term was postponed twice this term. However we do monitor closely attendance rates on the register module of the school management system. If concerns are highlighted we write to parents/ carers. This usually results in an improvement in attendance. However if the problem persists or re-occurs we contact the EWO who will intervene.  Staff enter details onto the system which is very useful when reviewing a child’s attendance with a parent/ carer.</p>

## **2. The school’s capacity for sustained improvement**

Teaching provision/ staffing	<p>This school year has been less settled than more recent ones. Changes in staffing have resulted in remaining staff moving from their assigned post to permanently or temporarily cover a vacancy or a new post. This has been managed well by SLT and by the flexibility of the personnel at the school.  Details have been given to the personnel committee.</p>
School Development Plan/ Ofsted Action Plan	<p><b>Monitoring impact of Talk for Text (writing) initiative:</b>  Progress books introduced across school in autumn term provide twice-termly samples of pupils’ work, unaided for majority, annotated with support provided for SEND pupils. These books shared with pupils and parents at pupil progress meetings. Guidance has been provided for all staff.  Read, Write, Inc is well established across KS1 and is proving effective in supporting pupils’ progress in literacy.  Talk for Text programme is developing effectively; pupils are very motivated as confirmed in lesson observations and work is moderated across the MAT.  The revised marking and assessment policy is developing well; consistency is improving</p>

	<p>but still needs to be monitored to ensure that all 'next steps' are responded to by pupils and then acknowledged by staff comment. The focus now is on further developing the use of terminology and developing progression in writing skills. Also maintaining a focus on developing spelling skills.</p> <p><b>Monitoring teaching of maths:</b> Monitoring activities have been conducted by HT and subject leaders, including lesson observations, scrutiny of work and curriculum planning. Progress books are now in place across the school with two tasks (one calculation and one problem-solving/reasoning) undertaken each half-term. Subject leaders have developed materials to support staff for mental activities and cross-curricular opportunities for maths. Generally pupils are more confident with calculation activities than problem solving; this is being addressed through incorporating problem solving and reasoning questions in every topic, and also a particular focus on those activities on one day per week.</p>
Leadership and management	<p>Continued focus on key areas of OFSTED Action Plan and School Development Plan. These focus areas underpin teacher performance targets.</p> <p>Successful application to become an academy – conversion date – 1<sup>st</sup> May.</p> <p>Continued shared work with An Daras in regard to pupil progress and monitoring of standards.</p> <p>Continuing to send updated information to HMI for monitoring of School Development and Ofsted Action plans.</p> <p>Financial year completed and school finances are sound. Financial return (SFVS) submitted to LA.</p> <p>School Emergency Plan completed.</p> <p>Completed refurbishment of Library/ ICT suite/ Junior Work Area.</p> <p>Deployment of staff re-organisation as circumstances arose.</p> <p>Overseeing of premises maintenance, establishing focus areas for next phase.</p>
Governing Body	<p>Strong focus on appointment of new Head Teacher.</p> <p>Planned succession work in summer term.</p> <p>Visits and meetings with key subject leaders undertaken.</p> <p>Online Safety Group created by Mr Bevan with Governor involvement – Mr Wonnacott.</p>

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

Assessment and data	<p>See section above.</p> <p>iTrack system continues to be developed and is being well used by staff.</p> <p>Subject leaders for maths and literacy intend to edit some objectives into smaller steps and also to ascertain which are included within commencing and developing sections as currently all are in one year group section.</p>
Monitoring	<p>Undertaken by subject leaders, SLT and Governors.</p>
School Self Evaluation	<p>An ongoing activity. School SEF completed and updated with HT reports, CSIT reports, pupil data analyses termly.</p>

### **4. Governance Areas**

<u>RE and Collective Worship</u>	<p>Continues to be well-supported by Reverend Jane and Reverend Mary.</p> <p>We have confirmation club run by Reverend Jane. We have three pupils taking part.</p> <p>Completed Church Trails work at St Mary's with Reverend Newcombe.</p> <p>Easter Service performed at St Mary's.</p> <p>Y3 presented their whole school collective worship.</p>
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<u>Finance</u>	Financial Standard Return has been completed and signed by Chair of Governors and Chair of Finance. A budget has been set but will be adjusted in line with our conversion on May 1 <sup>st</sup> .
<u>Premises</u>	The railings on the school path are in the process of being replaced. This has been funded by LCVAP money and we have contributed our 10% - £1500. Future planned work – refurbishment of toilets – use of DFC money held at Diocesan Board and painting outside walls of school building. All compliance work completed successfully.
<u>Admissions</u>	New pupils have integrated well and records have been received. Liaison undertaken with previous schools and other agencies, when appropriate, to ensure a smooth transition.
<u>Staffing/ Personnel</u>	Staffing has been an issue this term with one teacher on sick leave and the challenge of securing a competent teacher to cover the class during this time. After several staff stepped up and moved around to help the situation in the first half of term, Mrs Carpenter was approached and has taken the class for the second half term. We have also worked hard to secure a teacher for the summer term and have done so. Mrs Sheri Lowden will be joining us and has already been in to meet with Mrs Carpenter regarding handover. Mrs Carpenter has kindly volunteered to come in over the next term to help Sheri with significant events for the class – assessments, report writing, etc. We have had changes in the support staff. One TA in Nursery wished to condense her hours into fewer days, which we did. Another who was our Level 3 in Nursery for two days a week has put in her resignation and we are looking to replace her. The TA who will be appointed to cover our new pupil in Year 5 for two days of a week will start next term as her appointment had been delayed with an operation. This pupil will now attend for a full week and will not be transferring to St Stephens as we prefer him to stay with us rather than unsettle him again. An HLTA in one class needed to reduce her hours so we moved some staff around to accommodate this. Mr Phillpotts covered Year 4 whilst Mrs Currah was absent. We are currently advertising for a TA to cover 15hrs to start as soon as possible and a new Reception teacher to be appointed for September 2016. Numbers are still low in the Nursery and with two pupils requiring wall to wall cover with no resources attached to them we are finding that the Nursery finances are stretched and supported by main school. This is an issue that needs attention.
<u>Curriculum</u>	Nothing further to report this term.
<u>Parental Engagement</u>	We have a regular group of parents who support extra reading in KS1. For the vast majority of pupils, homework is well supported and is completed. For those pupils who do not read at home or have limited support, we give extra time in school so that all pupils have the same opportunities for extra practice of skills. We are looking into a new home school learning package that will replace Moodle. This is being organised by Mr Bevan.

#### **5. Policies to update/review:**

<u>Policies</u>	To adopt the Emergency Action Plan. To ratify the Financial Standard return. To be aware that the Child Protection/ Safeguarding Policy will need updating again following advice from LA/ DfE.
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Signed - Sarah Chapman

Date – April 2016.