



Coberley C of E Primary School

every child, every chance, every day



Headteacher's Report to the Governors

Introduction

The school remains vibrant and happy. The ethos of "it's cool to be clever" is evident around the school with a high level of work and a very low level of disruption. Class 1 has been to The Cotswold Wildlife Park, Class 2 has been to We The Curious and Class 3 is going to the Steam Museum in a fortnight. Class 3 has just completed a term of clarinets with Gloucestershire Music and, having performed a concert this week, the mantle has now been passed to Class 2 for a term of recorders.

The new staffing arrangements remain a great success with the addition of Josh Flounders, who is our new PE coach, from Atlas Education.

The school had a fantastic Harvest Festival at St. Giles' church and has taken part in many charity events (Macmillan, Cheltenham Open Door and Children in Need) and we have raised almost £1900 this term. We have also raised over £1250 for school fund excluding monthly direct debits.

Governor Visits

Ursula - GDPR

Freddie - Premises audit

Cliff - Safeguarding audit

Geoff - Development Plan and state of play

Courses

Jo - SAS Maths leaders' course

Liz - EYFS cluster meeting

Andy - Safeguarding Roadshow, Head's conference, Head's briefing

Geoff - Head's briefing, role of the COG

Cliff - Safeguarding Course

Julie - SCR drop in, Safeguarding Course

Helen - Better Reading (2 day course)

Ali - Mental Health First Aid & Better Reading (both 2 day courses)

Staff Absence (Autumn Term)

Department	Autumn 2017	Spring 2017	Summer 2017
Admin (including HT)	1		
Teaching Staff	1		
Teaching Assistants	5		

Safeguarding

The Section 175 audit has been completed and sent off to county. A safeguarding walk noted the need for key fob locks on Class 2 and 3's doors and to ensure the fire alarm can be heard in the school office.

A mind map has been created to ensure anyone concerned about safeguarding follow the same procedure (this includes medical, behavioural and physical interventions). This has been disseminated to the staff. It would be prudent that the Safeguarding governor regularly checks the paperwork in these files with an eye to spot any trends (e.g. persistent behavioural or medical concerns).

JG attended an SCR drop in. I will periodically be checking the SCR which will be an agenda item at FGB and signed off.

Children on roll NOR 65

	Children	Change	Boys	Girls	PP/FSM	My Plan	SEN Support
Rec	8		2	6			0
Year 1	9		5	4	1		4
Year 2	9		6	3			1
Year 3	11	-1	5	6	1		5
Year 4	9		5	4	1		1
Year 5	11	-1	7	4	1	2	0
Year 6	8		4	4		1	3
TOTALS	65	-1	34	31	5* (Year 7)	3	14

No My Plan⁺ or EAL. It is anticipated that some children from Year 3 will be moving to My Plans.

Attendance

IDS data: 2015: Attendance was low for FSM (lowest 10% nationally). 2016: Attendance was low for boys, SEN support (lowest 10% nationally).

Historically low attendance for the past two years, **attendance action plan** is in place with significant improvement. Nationally over 95% is expected in schools. Below are last year's figures and Autumn 1 2017. Please use figures for trends and not direct comparisons.

Year Group	2016-2017	2017 - Autumn 1	Notes
6	98.4%	97%	
5	95.6%	98%	Some illness and a social concern
4	96.8%	99%	Some illness and a social concern
3	94.6%	99%	One child in a minority group

November 2017

Year Group	2016-2017	2017 - Autumn 1	Notes
2	95.8%	99%	Persistent lateness and illness
1	94.2%	99%	Persistent lateness and illness
R		94%	

Current Attainment % EXS (% GDS)

Reading	All	Boys	Girls	FSM
Year 6	75% (0%)	50% (0%)	100% (0%)	n/a
Year 5	81% (27%)	72% (20%)	100% (50%)	0% (0%)
Year 4	89% (22%)	100% (20%)	75% (25%)	100% (100%)
Year 3	55% (27%)	34% (17%)	80% (40%)	0% (0%)
Year 2	89% (33%)	83% (33%)	100% (33%)	n/a
Year 1	67% (11%)	40% (20%)	100% (0%)	0% (0%)

Writing	All	Boys	Girls	FSM
Year 6	75% (13%)	50% (0%)	100% (25%)	n/a
Year 5	63% (27%)	43% (14%)	100% (50%)	0% (0%)
Year 4	89% (22%)	80% (0%)	75% (25%)	100% (0%)
Year 3	55% (27%)	34% (17%)	80% (40%)	0% (0%)
Year 2	89% (33%)	83% (33%)	100% (33%)	n/a
Year 1	55% (11%)	20% (20%)	100% (0%)	0% (0%)

Maths	All	Boys	Girls	FSM
Year 6	63% (25%)	50% (25%)	75% (25%)	n/a
Year 5	90% (36%)	86% (29%)	100% (50%)	100% (0%)
Year 4	89% (11%)	100% (0%)	75% (25%)	100% (0%)
Year 3	63% (27%)	50% (17%)	80% (40%)	0% (0%)
Year 2	88% (44%)	83% (50%)	100% (33%)	n/a
Year 1	55% (11%)	20% (20%)	100% (0%)	0% (0%)

This is a snapshot of attainment throughout the school. The data indicates that girls perform significantly better than boys across the school in RWM - further analysis indicates that Autumn term birthdays perform significantly better than Spring/Summer. An Attainment Action Plan has been devised and relevant Performance Management school targets have been devised to tackle this issue.

Measuring Progress

Although attainment gives us a snapshot of where we are and were, we can use the data to predict SATs results in the future (as long as the data is used in conjunction with awareness of stability rates) it is progress that is vital to the children. We measure progress in the following way:

- Analysis of AREs (formative assessments)
- Analysis of summative data (e.g. reading bands, reading ages, White Rose maths tests, NFER tests)
- Work Scrutiny - this allows us to track whether progress has been made (we use standardised sheets)
- Discussion - pupil profile meetings and informal conversations

Many children, particularly low attainers, are on specific interventions with TA's. There is a paper trail with these interventions and a regular dialogue between TA's and CT, e.g. a boy in Class 2 is on an accelerated reading intervention twice a week. He is making rapid progress using this particular intervention documented in specific exercises.

Performance Management

2016-2017

	Target 1 (Pupil)	Target 2 (Whole School)	Target 3 (CPD)	Current Scale	Notes
A	Writing: To get all the children in Year 1 ARE by the end of the year	Assessment, target Setting and marking: Use data tracking packages, ensure all children have known targets and adhere to marking policy	English Leadership: English file up to date, manage positive change for writing and SPAG, monitor	UP2	Writing objective achieved (although SC arrived in June 2017) Target 2: achieved (more Earwig required) English Leadership - staff meetings, monitoring and curriculum plan
B	Mathematics: Ensure AH, SD, JC & TC reach all 6 of the pre-key scale	Assessment, target setting and marking: Use data tracking packages, ensure all children have known targets and adhere to marking policy	Music Leadership: To create a music file, implement a new music curriculum, monitor the provision	M5	Mathematics: All children achieved WTS Target 2: achieved (although some Earwig problems) Music Leadership: New file, curriculum plan and monitoring of provision

2017-2018

Pupil Targets

- **Mathematics:** To focus on the middle attainers in Year 2 and ensure that they get a secure EXS in SATs examination at the end of the year.
- **Mathematics:** HA pupils reasoning skills in Year 4 and 5. Monitored by book looks, end of year NFER reasoning results, AREs, evidence on EARWIG and lesson observation.

November 2017

- **Mathematics:** 87% pass rate in maths EYFS early learning goal at expected learning for number.

School Target

- **Reading:** Analysis of data highlights a weakness in boys' reading throughout the school - evidenced in national tests and internal tracking. The school target is to raise the profile of boys' reading throughout the school, monitored using national tests, reading and phonic assessments, reading interventions, audit of books read and whole school initiatives.

Professional Targets

- **PSHE:** To collate the PSHE file, create a curriculum plan incorporating the PINK curriculum, RSE and other topics, monitor the subject across the school including lesson observations, work scrutiny and enrichment opportunities.
- **Science:** To collate the science file, create a curriculum plan, resource appropriately and monitor the science curriculum throughout the school.
- **English:** To lead the school improvement in improving boys' reading across the school using themed days, tracking, monitoring and staff INSET.

School Development (SEF/SIP)

The school development plan has been generated with the following Action Plans:

1. Monitoring
2. Develop SMSC in all areas of school life
3. Low Attainers
4. Subject Leadership
5. Governance
6. English
7. Maths
8. Worship and RE
9. Other areas for Development
10. Attainment Action Plan

Policies to be reviewed

- Safeguarding Policy - November 2017 - This need to be signed off each year. This year it includes Early Help.
- Code of Conduct for School Governing Boards
- Healthy Eating Policy