



Head Teacher Report Autumn 2018

Please meet in the Out of School Club for our full GB meeting on Thursday 8th November.

Staffing

The whole school team is up to date on the school website for Governors to view. There is a link to this on the Governor section.

Curriculum

For many years we have delivered a Topic based approach to curriculum delivery, which the children have enjoyed. We have implemented many intervention programmes, yet there are still some children who leave Primary School not meeting expected standard and up to now it is on those figures that we are judged. It is certainly time to look at the whole child and the skills and strengths they possess which may not be academical. We therefore look forward to the proposed changes to Ofsted Inspections (see below). In the summer term and on the training day in September staff focussed on planning topics based on a question and ensuring that key skills were identified in learning and that the children can communicate this. Details were shared with the curriculum sub-group.

Nursery 30 hours

Funding is now allocated on when children started accessing sessions. In the past we would stagger our Nursery children in. Last year staff made home visits in the first week and gradually admitted children in week two. This year we have started all children by the third day. Fellow head teachers and Early Years professionals have expressed concern that this is not best practice but budget restraints cannot allow this flexibility. We have 18 children accessing 15 hours, mornings only. A further 16 children are accessing afternoons too making a total of 34 children. We have capacity for a further 5 children in the morning and a further 10 in the afternoon which we hope to fill in January.

PE Funding

We anticipate double funding again this academic year so will receive funds in November and May. In total this should be £18,500. £4500 has been spent on a large outdoor PE container and a further £4500 has been spent on OPAL (Outdoor Play And Learning). Mrs Woods, as PE Lead, will update the website at the appropriate point in the year to evidence impact of expenditure. The outdoor gym continues to be well used.

***OPAL (Outdoor Play And Learning)**

After Lisa Macpherson and I attended a Leadership conference in the summer term, we were inspired by the risk benefit approach to play offered by this programme. During September training day I shared a video and information with all staff who too were excited by this approach. At Parent Teacher Consultation 167 parents completed a questionnaire with regards to their own experiences of play and what they would like for their children. An action group has been established and has met on several occasions to drive this forward this academic year. Claire Renney is the Governor Representative. The Leadership and Management Team visited Denbigh Primary School this week to see OPAL in action in a local school and were impressed with the

range of activities and pupil engagement. In essence, the playground and field will always be in use, regardless of weather. The whole space will then be zoned according to the activity on offer and any child can access any zone, regardless of age. Foundation Stage will remain in their own yard at the present time. I will show a video of a school which operates OPAL to give a broader picture of activities. We are reliant on donations to make this venture successful.

***NLT North Tyneside Learning Trust**

Further to our last full GB meeting, Kehri Ellis advised me in September that we could buy into the services of the Trust for one year rather than make a full three year commitment. However, I informed her that we did not feel it was in our interests to do so this year. The £7,000 is allocated in the budget so if Governors wish to discuss this decision further I am more than happy to do so. However, in terms of priorities I felt that for the coming year we had to be cautious with expenditure wherever possible.

Health and Safety Audit

The review is scheduled for this coming term and will be shared with the premises sub-group when complete.

***Premises sub Group**

This sub group was unable to meet, but we will need to schedule a meeting this half term to review risk assessments as this must be completed annually. We currently have issues with the heating and a system which is now obsolete.

Awards

As part of Cath Tennant and Christine Murphy's performance management, the pursuance of the Wellbeing Award has been identified as a performance management target. The aim is to start the Governance Award as soon as possible, but I will need a working group to assist with this self-evaluation tool.

***Perspective Lite**

North Tyneside Council use a system within "Angel Solutions" to share information and records of visits with schools. After attending a training event this term, I have upgraded the system, at an annual cost of £850, so that we can streamline systems and processes within school. Although this is still in its infancy we have made good progress within the following areas.

- **Self-Evaluation Form (SEF)**
The school SEF has been copied into this live electronic form. The members of the Leadership and Management Team individually graded a series of "Bite Sized Questions" either as good or outstanding. The team then collectively discussed each question and summarised evidence for each. Although the last grading for the school on a Local Authority (LA) Assisted Review was Good, the Leadership and Management feel that we are in a strong position to begin to evidence Outstanding in all areas. The SEF has therefore helped shape the School Development Plan (SDP)
- **School Development Plan (SDP)**
Performance management targets are reflected in the school Development Plan, and this is currently being formulated. This is a new system, so a staff meeting was allocated this week to guide staff through this. Another staff meeting will be utilised next week. When the plan is complete it will be placed on the Governor section of the website and an e mail will be sent to all Governors to alert you to this with a direct link to the website. It will be shared directly to Governors of the Policies and Curriculum sub group at the next scheduled meeting. Staff will be reminded to review at key points in the year, however as this is a live document, staff can review and update as frequently as they wish.
- **Performance Management**
The Head Teacher review is set for 21st November. Reviews have been completed for all teachers by the deadline of 31st October. New targets have been set. The first target is

based on pupil outcomes and the second target Curriculum innovation. The third target is a personal target, usually linked to subject leadership. Some support staff's targets have been set and will be completed this term. An anonymised overview can then be produced for Governors and will be shared at the next staffing sub-group. Prior to target setting all staff have completed a self-evaluation against the relevant standards, which has proved really useful. As Head Teacher I have an overview of strengths and areas for development across the whole workforce.

1. PUPIL OUTCOMES: Using Summer 2 Target Tracker as a baseline -(insert percentages here: RWM % Reading %, Writing %, Maths %)- increase attainment at expected standard to at least in line with National.

Planning effectively meets the needs of all pupils and engages all learners. Teachers know precisely and accurately the current achievement of pupils through pre and post assessments, feedback marking, Assessment for Learning and relevant testing. Groupings of learners are fluid and responsive to pupils' grasp of skills and knowledge to enable all pupils to make progress. Progress and attainment is mapped and tracked through Target Tracker and is an accurate judgement of achievement when evidence sources are triangulated. Information is shared with parents in a timely fashion, including homework and guidance videos. High expectations pervade all curriculum areas and standards are consistent across all books.

2. CURRICULUM INNOVATION: Implement a revised skills focused curriculum with emphasis on enquiry and engagement.

Knowledge and skills

Provide children with transferable knowledge and skills required to lead successful lives where barriers are diminished.

Harnessing technology

Innovative teaching which harnesses a range of technology to enable digital inclusion to engage and motivate all learners.

Curriculum Design

Drawing upon best practice, through research and visits to other settings, design and implement a bespoke skills based curriculum. Evaluate and remodel in order to provide full curriculum coverage taking account of children's interests and providing opportunities for children to follow different lines of enquiry. Celebrate culture, community and British values.

Innovation

Support children on their journey to become resourceful and independent learners. Use of the wider school site and opportunities from OPAL. Share best practice through a culture of peer support and coaching.

Learners

Through use of the key skills develop respect, reciprocity, independence and empowerment. Cultivate an enquiry-led approach enacting dialogue, promoting a positive mind-set and emotional well-being. Open ended challenges and investigations allow children to take measured risks resulting in resilient learners

2. BARRIERS TO LEARNING FS - Diminish barriers to learning to enable full access to an innovative Foundation Stage Curriculum

Accurate baseline assessment informs targeted planning. Planning follows child's interests. Increase parental engagement ensuring honest and informative dialogue. Develop resources to support and extend learning in the home

Involvement of agencies or staff training to share knowledge and techniques with parents on areas of identified need. Staff deployed effectively on a daily needs analysis to swiftly address individual's needs. Regular reflection on use and purpose of the environment with appropriate adaptations made.

- **Observations**

Further to discussion within the Leadership and Management team (SLMT) it was proposed to staff that termly formal observations of 30 minutes will no longer take place, unless there was a cause for concern. Instead, this year we will trial a series of rapid feedback short drop-in observations to allow more members of staff to see a snapshot of practice across the school. This in turn will give a more accurate picture of teaching and learning, than a one off lesson. In line with Ofsted we do not grade lesson observations, but instead reach a judgement based on a variety of sources, including data and pupil books.

- **Surveys**

Every year we ask parents to complete the Ofsted style questionnaire and this is paper based. Through perspective lite we can send surveys to parents electronically. We have trialled this with a “settling in” survey with Foundation Stage Parents. Information can quickly be analysed and presented in a variety of ways. We will also use the staff wellbeing survey and share results with appropriate sub groups.

***Paperless Communication**

Parents were informed last academic year that as of September 2018 we would try to be as paperless in communication as possible. We encourage parents to refer to the website for all upcoming dates and general information. As we used “Seesaw” as an electronic tool to share pupils’ work we have also used this to share information, updates and reminders with parents. Newsletters are now monthly, but in response to some parental requests, we will post weekly diary updates for the half term. A minority of parents have expressed that this can be sometimes overwhelming, particularly if you have two or three children in school. We are therefore investigating setting up an alternative electronic system to keep general information separate from post of children’s work. We have asked 3 companies to visit school to demonstrate their systems and will choose the most appropriate. We are keen to use the same system as George Stephenson High School as this would ease transition.

OFSTED

I attended the School’s North East Conference in Newcastle in October and Amanda Spielman was a keynote speaker. As Her Majesty’s Chief Inspector (HMCI), her plans for the future of Inspections was interesting. The following is a summary of her speech which can be found at the link below.

Ms Spielman said that outcomes will no longer be a separate judgement in a school’s overall grading, instead it would form part of a wider education grade.

In total, she outlined three proposed changes that will make a fundamental difference to the way inspections are conducted:

1. Losing outcomes as a stand-alone judgement.
2. Broadening the existing quality of teaching, learning and assessment judgement into a quality of education judgement.
3. Splitting the current judgement of personal development, behaviour and welfare into 2 separate judgements: one for behaviour and attitudes and the other for personal development.

She shared some of the reasoning behind the planned changes to inspection and reflected on how they will affect schools serving children from more disadvantaged areas. Ms Spielman said: “While I think that current performance measures are as good as they have ever been in capturing outcomes, I want to make sure that at Ofsted, we focus on the ‘how’ and the ‘what’: the essence of what performance tables cannot capture. This will let us reward schools for doing the right thing

by their pupils. "That doesn't mean there will be no link between what we find about the quality of education, and what the published data says. They are, one hopes, somewhat correlated. But inspection should be a slightly different conversation. It should ask a different question. We want to know what is being taught and how schools are achieving a good education, not just what the results are looking like."

The HMI said Ofsted has in the past not placed enough emphasis on the curriculum, focusing too much on outcomes when considering the overall effectiveness of schools.

Under the new framework she said Ofsted would challenge schools where too much time is spent on preparation for tests at the expense of teaching, where pupil's choices are narrowed, or where children are pushed into less rigorous qualifications simply to boost league table positions.

She said "Inspection absolutely should not just be about putting a judgement sticker on a school. What we are about is making sure that in the process of coming to that judgement, we are supporting schools. That we are being that force for improvement."

A consultation on the new framework will be launched in January and it will come into force in September 2019.

<https://www.gov.uk/government/speeches/amanda-spielman-speech-to-the-schools-northeast-summit>

***ICT**

School investigated a leasing system for Ipads for year 3 and 4 children there was not enough interest to take this forward. Some Year 5 parents chose to utilise this option to purchase an Ipad for their child.

***Assessment and Data**

Achievement across the whole school has been pleasing this year. I have annotated the Local Authority data pack if Governors wish to look at this in greater detail. This is saved on the website. This pack shows the data for all North Tyneside Schools so is a useful comparison. I will show summary data for Governors at the full GB meeting.

Progress meetings

Last year I attempted to hold one to one progress meetings with every teacher every half term. This proved challenging to manage. The plan for this year is to hold progress meetings in the second half term of every term. Target tracker baseline data however, was used to set challenging performance management targets in half term 1. Staff update target tracker half termly and I display cohort attainment and progress data on my office wall so that I have individual pupil data at my fingertips which other members of SLMT can also access when doing book scrutinies to triangulate a range of evidence.

Parent Teacher Consultations

Appointments were offered from 1.30pm until 6.30pm and the vast majority of parents attended. We aim for 100% attendance at the autumn and spring meetings, so contact parents who have not attended and make an alternative face to face appointment. If we are unsuccessful, we then offer a telephone appointment to ensure effective communication.

Out of School Club (OOSC)

As promised we sent out booking forms to parents to trial an out of school holiday club in October half term. It was made clear that this could only go ahead if a minimum number of attendees was met. Very few families were interested so this did not go ahead. This does not mean that we will not explore the possibility of a holiday club in the future, but we must be prudent in terms of financial commitments for staffing.

Friends of Westmoor

The Friends of Westmoor have worked tirelessly to raise funds for school. As well as the Summer Fair and the planned Christmas Fair they have organised Xmas card designs, Halloween disco and a social evening for staff and parents which alone raised profits of £900. A huge thank you to The Friends for their dedication and hard work.

Muddy Fun Run

For the second year we had a sponsored Muddy Fun Run. This was hugely successful and the children thoroughly enjoyed themselves. Not only did the children love the obstacle course but they were often begging to be soaked by members of staff who eagerly obliged! AS we then had half term, money is still coming into school, but we hope to raise at least £3,000. Last year raised £4,000. We are reminding and encouraging all children to return sponsor forms and money, no matter how small. We will then put all form into a prize draw.

Christmas Fair

This is scheduled for 3.30pm to 4.30pm on Thursday 29th November and it would be lovely to see Governors there.

Fire Drill

The autumn term fire drill is scheduled for week commencing 12th November

Official complaints

There have been no official complaints

Racist Incidents and Exclusions

No racist incidents or exclusions

Events in school are communicated on the school website.

Items marked with an asterix will be discussed at the meeting.

Sharon Trundle

November 2018