

Fourlanesend C.P. School

Head teacher's Report to the Governing Body

December 2015

Context of the school

- The current number on roll is 108.
- We began in September with 117 on roll. 9 children have left. 3 children have moved out of area, 3 children have left to be educated at private schools in Plymouth, one child has left to be home educated and 2 children have transferred to Carbeile in Torpoint. One new child Y3 is joining us from Tanzania in January.
- We continue to have reading volunteers in school. We have ex-teachers and volunteers from the Open the Book Assembly group reading with Classes Plym, Cremyll, Tamar and Lynher. If you know anybody interested in supporting us like this please let me know. It makes all the difference to the children and releases the classroom teaching assistant.
- Breakfast Club continues to run successfully at the school when parents need it. One of our lunchtime assistants, Anna Holland is running the club.
- Claire Blackler our secretary on Wednesdays and Thursday left on maternity leave mid-September and following interviews Mary Taylor was appointed to cover the position.
- Leisha Champion returned to school in September on a phased return and is now back full-time.
- Jonathan Stewart and Jenni Gordon have joined us as teaching assistants. Jenni is in Class Lynher and although Jonathan began in Class Cremyll he is now in Class Plym.
- Sharon Evans who was teaching assistant in Class Plym has now moved to Class Cremyll and is on a temporary reduction of hours (3 days a week) due to family circumstances. Our new secretary Mary is covering the other 2 afternoons in Class Cremyll.
- Dawn James has taken over as our school cook following Richard's retirement.
- At the end of the summer term we took 4 work experience Y10 students from TCC (Torpoint Community School) and from DHSG (Devonport High School for Girls).

Training/CPD

01/07/15 - Phonics First – Supporting early readers and developing young writers – Natalie Finnimore and Sharon Evans

10/07/15 – EexBA reception baseline training – Natalie Finnimore

17/09/15 – Tier 2 training safeguarding – Caroline Taylor, Jonathan Stewart, Jenni Gordon, Natalie Finnimore and Mary Taylor

21 and 22/09/15 – Funded Thrive Practitioner Training – Helen Illingworth

23/09/15 Briefing session for EYFS leaders in schools – Natalie Finnimore

30/09/15 and 05/10/15 – Paediatric First Aid Training – Natalie Finnimore, Hannah Spencer and Sharon Evans

05/10/15 – Implementing the new curriculum – Mastery in Mathematics KS2 – Richard Wilde and Fran Ferguson

06/10/15 - Securing Success in the new Keys Stage 2 National Tests for English – Jo Dennehy and Fran Ferguson

07/10/15 – Level 3 Child Protection training with a focus on Domestic violence and abuse – Leisha Champion
 07/10/15 – Single Central Record training – Mary Taylor
 13/10/15 Achieving success in the new KS1 English grammar, punctuation and spelling test – Leisha Champion and Natalie Finnimore.
 20/10/15 – Understanding and using EYFS Profile Data – Natalie Finnimore
 22/10/15 – Headteachers School Improvement Conference, focus on the Prevent Strategy – Fran Ferguson and Rebecca Norton
 04/11/15 – Annual Early Years Conference – Natalie Finnimore and Jonathon Stewart
 4 and 5/11/15 - Funded Thrive Practitioner Training – Helen Illingworth
 10/11/15 – Taking maths outdoors – Leisha Champion and Sharon Evans
 11/11/15 – Staff Well-being and Resilience – Rebecca Norton and Jo Dennehy
 12/11/15 – Primary Newly Qualified teacher Conference – Natalie Finnimore
 12/11/15 – ICT Strategy meeting – Richard Wilde
 12/11/15 - Level 3 Child Protection training with a focus on Child Sexual Exploitation
 13/11/15 – Understanding and supporting Learner with Autism – Helen Illingworth
 13/11/15 – Raise online dashboard guidance – Rebecca Norton
 17/11/15 – SIMS New user training – Mary Taylor
 26/11/15 – Fire Marshal Training – Jonathan Stewart, Sally Thresh and Karen Soames
 30/11/15 – Assessment and Testing KS1 and KS2 Briefing meeting – Leisha Champion and Jo Dennehy
 01/12/15 – School Pupil Tracker – Rebecca Norton (SMT), Leisha Champion (KS1), Natalie Finnimore (FS) and Jo Dennehy (KS2)
 02/12/15 – Phonics First - Supporting early readers and developing young writers – Jonathan Stewart and Mary Taylor
 03/12/15 – Newly qualified local teachers support group – focus on behavior management – Natalie Finnimore
 07/12/15 – Literacy subject leader update – Rebecca Norton

Effectiveness of leadership and management.

Pupil Premium

Please see details below of how we plan to spend Pupil Premium this year.

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2015-16.

Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2015-16	
Total number of pupils on roll	115
Pupils eligible for PPG	<p>28 children are FSM or Ever 6</p> <p>2 children with a parent in the services</p> <p>2 children adopted from care</p>
Amount of PPG received per pupil	£13,20
Total amount of PPG received	£38,140

Nature of support 2015/16
<ul style="list-style-type: none"> • Teaching assistant supports other children in the class allowing the teacher to work with FSM children • Bespoke intervention groups e.g. phonics, word wasp, toe by toe, precision teaching • Extensive 1:1 tuition (with teachers) for English and mathematics during the school day and after school • Additional Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented maths provision • Support for children who are entitled to free school meals to attend residential and educational visits. • Teaching assistant time to work with children who require 'catch up' • Extra individual reading time within the school day. • Holiday club

- Daily fresh fruit and vegetables provided free as a snack
- Specialist maths resources/program to address gaps (numericon)
- ICT equipment to support effective learning
- In EYFS we have identified resources and development of provision for Technology, PSED and Physical Development.
- Development of reading comprehension across school
- Collaborative learning across school
- Support with homework
- Effective feedback to support learning

It is the role of the governing body to monitor the effectiveness of the spending of Pupil Premium.

Performance Management/Appraisal

As part of our annual performance management cycle all teachers' performance from last year has been reviewed. Following this and in line with our SEF and SDP new targets for this year have been set, these will be monitored termly.

Leisha Champion and Jo Dennehy are carrying out Teaching Assistant (TA) annual appraisal. We haven't had this process for some years at Fourlanesend, however with significant changes to our TA's this year we felt it was appropriate to reintroduce this process.

Links with Secondary feeder schools including TCC (Torpoint Community College) and Pre-schools, including transition

We worked in partnership with Millbrook, Antony and TCC to provide gifted and talented sessions in Maths in the Summer Term with teachers from TCC.

As part of our transition process Natalie Finnimore made home visits to all our children who were starting this September at Fourlanesend. The children were also invited to 3 transition afternoon at the school which gave them the opportunity to become familiar with their new surroundings.

Records were collected from all our feeder Pre-school on the children which supported effective transition. Natalie Finnimore also collected information on what the new children liked, their interests etc and based her planning for the beginning of the year around these to support a smooth transition to school.

Natalie Finnimore has visited all the feeder Pre-School during November to meet the staff, parents and children and invite them to come along and visit Fourlanesend. As part of her visit she gives our leaflets about the school. Following this we have had 7 more visits to the school. We do not run an open day as we believe parents and children should see the school on a normal school day, this also gives the parents plenty of opportunity to ask questions of the staff and children.

Enhancements to our curriculum

Childline came into school and did a workshop for all children in Y5/6 – this is to support the work we do with the children on keeping themselves safe and highlight where they can get support from.

Our children participated in Area Sports at Liskeard and got through to the finals in most sports. It was enjoyed by everyone and the children worked very hard together as a team.

PCSO visited to speak to Y6 about Cyber Bullying and how to protect yourself on line – this is part of the work we do in school on internet safety.

Y6 built a kit car and participated in the Goblin races at Newquay. They came 18th out of 76 – a fantastic first time effort, especially considering that we had one of the youngest teams. This was a wonderful experience for them all, it was the first time we have entered anything like this. The children had opportunities to learn new skills and it was particularly good for those who have an interest in engineering. We were particularly proud of the way that they worked together as a team. It is certainly something we will be repeating.

Y6 enjoyed a surfing day with other local primary schools. This was a great opportunity for the children to mix together before going onto secondary schools. For some children it was the first time they had tried surfing.

Torpoint Library visited school to promote the new summer reading challenge, it is something we strongly encourage children to join as it helps improve their reading over the summer. Certificates and medals for this were handed out in assembly in September – we had 14 children receiving these.

The Jubilee Quartet performed for the whole school. They played a selection of popular tunes and themes including music from Star Wars and Harry Potter. It is a fantastic experience for children to hear live music that is different from what they are used to. The workshop is very informative and covers the different instruments played, showing what is special about each. Children have the opportunity to have a go at playing them and they also discuss the different music they play and the impact of it.

We took 26 children to London on a 4 day residential. Following our previous trip a few years ago we decided we could plan our own visit ourselves with considerable savings and provide a much richer experience to the children. The staff who accompanied the visit were Fran Ferguson, Richard Wilde, Ann Parsonage, Sally Thresh, Tristan Harris and me! The cost to the children was £167 (half price to those in receipt of Pupil Premium). This included all food, transport, entrance costs and hostel. We travelled across London using the underground and lots of walking. We updated the website daily with what we had been doing and I sent a personal text to every parent at some point during the visit telling them something special their child had done. Below is the itinerary.

Itinerary for Fourlanesend London Visit 2015

Tuesday 30th June

Time	Destination/Travel Details etc
08.15	Meet at the Plymouth Station and board train – carriage B.
08.53	Train departs for London Paddington
12.24	Train arrives at London Paddington
12.30	Disembark from the train and take the Circle and District line 2 stops to Notting Hill Gate and change to the Central line (East) 9 stops to St Paul's.
1.30pm	Check in at Youth Hostel then get on the underground at St Paul's 1 stop (East) change at Bank (strange connection) District and Circle (East) to Tower Hill 1 stop.

2.30pm	Tower of London – Tour guide Heather
4.45pm	Walk back from the Tower of London to YHA along the river.
6pm	Supper at YHA
7pm	Walk down across the Millennium Bridge to the Shakespeare Globe Theatre along the Riverside Walk and Queen's Walk. Cross at Waterloo Bridge and walk back along Victoria Embankment.

Wednesday 1st July

Time	Destination/Travel Details etc
9.20am	Walk to Blackfriars and take the Circle and District (West) to South Kensington – 6 stops.
10am	Arrive at Natural History Museum
11.30	Lunch slot booked (we'll only use this if it's raining otherwise we'll eat in the park).
1.15	Arrive at Science Museum
1.30	Workshop with Yuri Gagarin (actor) just FLE
2pm	Time in the museum
2.30pm	Launch pad show
3pm	Time in the Launch pad
4.30pm	Return from the Science Museum. Take the Circle and District line from South Kensington (East) 6 stops to Blackfriars.
6pm	Supper at the YHA
7pm	Treasure Trail – Old London

Thursday 2nd July

Time	Destination/Travel details etc
9.15	Walk to Blackfriars and get on the Central and District Line (West) for 2 stops. Change at Embankment to the Bakerloo line(South – Elephant and Castle), 3 stops.
10.15	Arrive at IWM
10.30	Workshop – Second World War through the eyes of the children.
11.50	Room booked for lunch
2.30pm (ish)	Leave the Science Museum and return on the Bakerloo Line (north) to Embankment. Change at Embankment onto the Circle and District line (west) for one stop to Westminster. This may change due to the weather. <i>Walk to Westminster and see The Houses of Parliament, Big Ben etc. Walk up George Street and Bird cage Walk to Buckingham Palace. Then through St James Park to The Mall and Trafalgar Square. Then down Northumberland Ave back to the Embankment and return to the YHA.</i>
6pm	Supper at the YHA
7pm	Central Line (west) from St Paul's to Holborn (2 stops) then change to the Piccadilly Line (south) one stop and disembark at Covent Garden. Groups to pair up and go round Covent Garden for 30mins. Meet back up and walk

	down to Leicester Square.
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Friday 3rd July

Time	Destination/Travel details etc.
8.30	Breakfast
10.15	Arrive at St Paul's Cathedral
10.30	Discover St Paul's tour with guide
11.30	Dome Climb
12.30	Leave St Paul's, collect cases from the YHA and catch the underground – from Blackfriars. Take the Circle and District line (West) for 12 stops to Paddington.
14.06	Train leaves Paddington for Plymouth.
17.21	Arrive back in Plymouth – Children to be picked up by parents

The successes were:

We saw so much more of London, we had the freedom to do what we wanted when we wanted around the planned visits.

We booked personal guides or workshops for everything except the Natural History Museum; we felt that the children learnt so much more from this (and so did we), we would definitely choose to do that again.

Using the train was a relaxing option and it was very quick and easy.

We made all the children and staff wear Hi Vis jackets – this was essential on the tubes which at times were very busy, it made it so much easier to count the children.

Having 2 male staff meant that it was easier to use the public toilets with the boys when we were out.

The YHA was very central – right next to St Paul's Cathedral, this meant that we spent time in the evening exploring the surrounding areas.

We saw so much more of London as we weren't stuck on a coach in the London traffic.

Points for improvement:

It was too hot! We couldn't help the weather but we happened to be in London with the children when temperatures peaked and London had its hottest day on record.

If we did it again we would see if we could get the cases transported from Paddington to the YHA so we didn't have to take them on the tube.

We held our Enterprise Fair for the second year running and made over £400. The children had to design their own inventive games and crafts – children worked in mixed age groups and were responsible for monitoring their own budgets – this covered a variety of subject areas and life skills and was well attended

Class Lynher had a visit from Owen Smith from the University of Plymouth who delivered a bugs and hedgerow workshop which supported the science topic for the Summer Term.

We celebrated progress and achievement on the last day of the summer term with our annual prize giving. As usual we ensured that all Y6's received either a prize or a medal for something special they had done. We also give medals for attendance and this year we also

gave a small attendance cup for a particular child who had 100% attendance for the past 3 years.

We have started the new academic year with a new whole school thematic approach to the curriculum based on some ideas that Fran and I picked up from a course we went on in March. It is based around the theory of authentic learning and topics begin with an essential question that needs answering. So back in March we came up with 'What is Entertainment?' Staff then planned together what they were going to cover and how they were going to learn from each other. Our first day of the Autumn term opened with a big bang and the whole school was entertained by Wishy Washy (thank you to Helen Marks this was your idea).

As part of our Entertainment topic the whole school enjoyed a production of Treasure Island provided by M&M Productions in October. Following this classes dissected the production and what made it entertaining.

Fourlanesend received a grant for £8000 to develop Beach Tribe across the school (this involves learning on the beach). So far Leisha Champion has been trained with Class Cremyll. Last half term they had a focus on geography and this term they are focusing on maths. Money has been used to purchase the necessary equipment. The children had gone out regardless of the weather and all report to have thoroughly enjoyed the experience. This will now be rolled out across school.

Again as part of our entertainment topic the whole school enjoyed a 'on your marks' competition at the end of October. This is just like Ready Steady Cook and is provided for us by our catering company Chartwells. Again it provided the children with a different form of entertainment in the form of a competition. The two teams were headed by Richard Wilde and Natalie Finnimore and there was much discussion as to how cooking has now become entertainment.

Our last day before half term the whole school held a sharing afternoon where they met up together in the hall and shared their learning for that half term on the topic of entertainment. Following this the staff in a staff meeting evaluated what had worked really well and what could be improved. It was agreed by all that what worked best were the interactive presentations and it was also agreed that the time spent preparing for these should be limited – it was not to be a polished performance but an informal sharing. We will continue to develop these as it was felt they were very worthwhile and teachers commented on how much their children had learnt from them both for the children reflecting on their own work covered and learning from other classes.

As part of the topic of entertainment Class Tamar have visited TR2 in Plymouth to take a look behind the scenes and see what has to be in place to put on a successful performance.

Our finale for our topic will be our Winter Wonderland which is totally child led and incorporates lots of different types of entertainment. Everyone is invited 3.30pm – 5pm and to join us for the FS/KS1 nativity at 2.30pm.

Class Argyll went to a memorial service at Maker Heights. The service was held to remember a soldier who died 225 years ago. The grave of the soldier has only recently been rediscovered and restored. Argyll were very proud to represent our school and the wider community – please see our website for photographs. We were also featured on BBC Spotlight.

As part of our SDP this year we are focusing on developing our British values. This is being led by Jo Dennehy. As our school houses are England, Ireland, Scotland and Wales the children are going to learn about our United Kingdom. You will notice the display in the hall on this. We are using the Saints days to cover the work on this, please have a look at the work done for St Andrew's Day. The work is mixed age, child led and based on assessment (we find out what they know first). As Mr Wilde was finding out what they knew about Scotland I overheard the answer – the men wear skirts! Which just proves why we needed to do the work, (he was referring to kilts of course).

Daya visited every class to do workshops on Sikhism with a focus on Sikh festivals and entertainment. These always prove popular with the children and they learn so much from working with Daya who brings all her props for a real hands on approach.

5 children from Y2 and Y3 attended an able maths day at Bishop Cornish accompanied by Sally Thresh, this was to challenge the children and encourage a great depth of understanding. Sally made assessment notes when she was there for all children and these

were passed back to the class teachers so that they knew what the children covered and what the children needed next to support their progress.

Martin Entwistle has been running a singing club on a Friday lunch time for all children. Some of the children from this have been selected to sing at Mount Edgecumbe Christmas fair.

Parents' evenings and reporting to parents

We held our Autumn Term parents evening in mid-October. The focus was how the children had settled in school and how we work together with the parents to ensure progress this year.

Links with parents and carers

Late September we held a meeting for Y1 parents so they could see how the split of the year was working (we had made the decision to split Y1 between 2 classes). This provided parents with the opportunity to ask questions and understand how their children are being taught. In reality Y1 are together as a year every morning. Miss Finnimore teaches them all English and Mrs Champion teaches them all maths.

As always we have an open door policy to parents and carers. This is used by parents who do arrange meetings with teachers when they have a concern or they wish to discuss their child's progress in more detail.

Links with local sporting groups

We have been able to offer Football training from Plymouth Argyle as a club; this has proved very popular amongst our children.

Our school football team plays in a local league against other similar sized schools in Caradon. They train on a Friday afternoon, the training is led by Tom Harris who is with us on a volunteer placement from his school, Plymouth College. Match reports are written up for every game and appear on our school website and on the newsletter.

Children in KS2 have also taken part in a dodgeball tournament and a Tag rugby tournament with other local schools.

Children from our school represented Foulness at the recent cross country run at Port Elliot.

Links in the community

We contributed art work to the flower festival held at the congregational church from every age group.

Our children contributed art work to the Millbrook arts and crafts exhibition

Our children made posters for the Lions Fair.

Our choir represented Foulness at Armed Forces Day in Torpoint, we sang together with other local schools.

Our children attended the memorial service at Maker.

School Council

Jonathon Stewart is running our school council this year. The school council organised Children in Need and raised £202.70 through a cake sale and mufti.

They are currently running a seasonal card competition and a 'Frozen' cake raffle.

SATs

Please see attached sheets for details.

Building improvements/refurbishments

Over Autumn half term we had storage cupboards built in our pupil kitchen as storage had always been an issue – we had none! We also had some damp sealed in the lobby and the area was repainted.

Values

We review our vision, values and aims every two years with all stakeholders. We have updated our aims to induce British values. Our updates will be reviewed by governors at the FGM

Quality of teaching, learning and assessment

The quality of teaching within school is monitored half termly and a record is kept. Over the year staff receive a mixture of drop in observations, SMT (Senior Management Team) observations – headteacher and Fran Ferguson or Leisha Champion and headteacher observations. On top of this teachers have asked for peer observations from each other as informal support. The quality of teaching and learning isn't just judged by the lesson observations but also by the marking of the books, the learning walks, the individual teacher's contributions to the school/SDP, the progress the children, the learning environment provided in the classroom and any leadership commitments that each teacher holds. This is assessed termly with the teachers and recorded on a teacher performance grid. This makes up an important part of performance management/appraisal. All performance in school is currently good or better.

We have a new assessment program to cover our new curriculum and new assessment scheme. You may be aware that levels have now gone and children are all assessed using age related expectations and children are assessed as emerging, developing or secure within these. At this point in the year most children will be emerging, this is partly due to the fact that as yet they have only had a third of their yearly curriculum. Furthermore as you may have heard in the press, the bar has been raised on what the children are expected to achieve.

How assessment is working at Furlanesend:

During a lesson teachers assess if the children can/cannot achieve the national curriculum objective given and this data is submitted onto our data system. Also the teachers assess if the children retain their understanding and can use what they have learnt and apply it to develop themselves further, this is done by providing a range of tasks that we call 'distance tasks' – this means that it has been several weeks since they have been taught the learning objective. The distance task will give them the opportunity to demonstrate if they have retained the learning and if they are able to build on that learning, this means that children are taking their learning to a greater depth (mastery).

Currently the classes are carrying out distance tasks and then the data will be submitted and I will be able to give you a whole school breakdown for the Autumn term of progress and achievement. I will also organize a governor login to School Pupil Tracker so that governors can monitor progress and attainment more easily. Please bear with us at the moment as it is all new to us.

Our teaching assistants have been trained to deliver Precision Teach which is a targeted intervention for children who are falling behind in maths and English.

Personal development, behavior and welfare

We have had to increase our fruit order this term due to more children eating fruit at playtimes. Upper keystage 2 teachers in particular have notice an improvement in concentration during the lesson following playtime.

We have involved the behaviour team for a Y2 child. We involve outside agencies when we feel that we need specialised support. Currently one visit has been made and the staff have implemented all recommendations.

Attendance to 4th December was 96.2% with 0.9% being unauthorised absences. We envisage that unauthorised absences may increase in the week before Christmas. An unauthorised absence is when a child is absent from school without good reason, this is usually because the parents or carers have taken the children on a holiday that hasn't been approved.

The EWO (Educational Welfare Officer) held a clinic at the school to discuss attendance with 2 families when attendance had dropped to below 90% and we also had a home visit to address a similar issue. In all of these cases an agreement and targets are drawn up with parents and reviewed 6 weeks later.

At the beginning of the school year a letter went out reminding parents about the laws regarding holidays in term times. Parents that have still taken holidays are then sent a letter telling them it is unauthorized. We have one family who the EWO is currently issuing a penalty notice for as they have continued to take holidays and their child's attendance is currently 69.8%.

Dreadnought (a service that provides specialist counseling and support for children) is working with 4 children in school. All of these children are in receipt of pupil premium and this money is paying for this support.

Brighter Futures is a programme linked to social services, we have a worker who makes weekly visits to a child to support them. We have also referred 2 other children to this programme. Again this is funded from our pupil premium.

We have recently referred a family to Together for Families. This provides support for families; families had to match strict criteria to be accepted.

We hold termly fire drills. Last week we held a fire drill at 9.15am, we had several areas to improve (an adult hadn't signed in, there was too much noise and it took the school 2 mins 50 sec to evacuate). We repeated the drill on Wednesday and it was much improved.

Outcomes for pupils

Please see attached data sheets

Progress towards key issues and targets –

- **Progress towards key issues and targets**

1. **Raise standards in KS2 mathematics by:**

- Eliminating the remaining gaps in pupils' subject knowledge and understanding
- Providing more opportunities for pupils to use and practise their calculation skills across all subjects ensuring that pupils record calculations neatly and accurately, thereby reducing the number of errors caused by poor calculation.
- This is being covered in our SDP, see monitoring on presentation and mathematics. It will also be covered by the new numericon purchase (if agreed in our FGM).

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2. **Improve pupils' writing skills throughout the school by:**

- Ensuring that their handwriting is neat, legible and that letters are correctly formed.
- Expecting pupils to present their work more neatly.
- Ensuring that pupils have more opportunities to practise these skills across all subjects.
- Handwriting is addressed through this year's SDP and therefore is monitored termly. Handwriting has been monitored and we are continuing with the system in place which requires daily sessions. We are pleased to see that it is having impact across the curriculum.
-