

Fourlanesend C.P. School

Head teacher's Report to the Governing Body

March 2016

Context of the school

- The current number on roll is 105.
- One child has joined us in Y3 from Tanzania, one child has joined us in Y2 from Antony School.
- 2 siblings have moved to Millbrook School, 2 siblings have moved to the school of Creative Arts in Plymouth and one child is now being home educated.
- We have one child on a flexible timetable – he has 2 afternoons a week educated off premises, this is reviewed half termly.
- 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 until June. Mary Taylor is covering her position
- Leisha Champion returned to school in September on a phased return. Since January she has been trialling working a 4 day week. This has been successful and from February 29th this has become permanent. Emma Cunningham is covering her one day (Friday every week).
- Fran Ferguson went on maternity leave on Friday 4th March. Jo Dennehy, Fran's job share, has stepped in to cover the class full-time. Fran plans to return before the end of the summer term.
- Jonathan Stewart (teaching assistant) handed in his resignation due to ill health, his job has been advertised and we are delighted to appoint Sarah Cutler.
- Jenni Gordon (teaching assistant) handed in her resignation so that she could return to teaching. She has enjoyed her time at Fourlanesend and now feels confident to return to being a supply teacher. Her job has been advertised and we have just appointed Jenna Welch.
- 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.
- Caroline Taylor resigned from being a lunchtime supervisor as she now got a job with longer hours in a pre-school. We currently have a vacancy for a lunchtime supervisor, please let us know if you can think of anyone who is interested. It is 5 hours a week, 12pm until 1pm.
- Staff absence, January to 8th March: Teaching assistants –Jonathon Stewart was absent since January until his resignation due to ill health. Since January they have had 2 and a half days absence due to ill health and 3 days due to bereavement.
Teachers – one day, ill health.
- Holly Graves volunteers in Class Plym for one day a week, she is currently in sixth form at Devonport High School for Girls.
- Becki Ginger and Tracey Nice are both volunteering in school as part of their course work. They are both completing their NVQ3

qualification.

- Class Lynher currently have a Year 2 student from Marjons, Chloe Mallett, she is with us until Easter and covers group work and some whole class teaching. All teaching is supervised and monitored closely.

Training/CPD

07/12/15 – Literacy subject leader update – Rebecca Norton

15/02/16 – Team Teach re-accreditation – Rebecca Norton

20/01/16 – Beyond Outstanding, REAL Learning - Rebecca Norton and Leisha Champion

26/01/16 – EYFS Twilight Briefing Session - Natalie Finnimore

26/01/16 – Chartwells School meeting – Leisha Champion

28/01/16 – School improvement Conference, Holistic Leadership – Rebecca Norton and Jo Dennehy

03/02/16 – School Pupil Tracker, Understanding Depth of learning and Formative Assessment Tools – Rebecca Norton, Jo Dennehy and Leisha Champion

09/02/16 - Planning in mixed FS/Y1 classes – Natalie Finnimore

09/02/16 – SPAG Success – Richard Wilde and Helen Illingworth

09/02/16 – Grappling with Grammar – Leisha Champion

10/02/16 – Primary Leadership Conference, Raising achievement from your lowest attainers – Helen Illingworth and Leisha Champion

29/02/16 – Prevent training for governors and teaching assistants

11/03/16 – DFE Interim Standards and SPTO Best Practice – Rebecca Norton and Richard Wilde

Effectiveness of leadership and management.

Pupil Premium and Data

Please see our website for details of how we spend and monitor our pupil premium.

Although data is inputted daily (formative assessment), we also use summative assessments (test and distance work). We do this on a termly basis. So the most recent and accurate data I can give you is from the end of the Autumn Term. We track attainment – what the children achieve and this is now measured against Age Related Expectations (ARE). We find generally speaking that children in receipt of pupil premium come into school with lower levels of attainment, hence the reason for the pupil premium funding. The aim of the pupil premium funding is to close the gap. This is why we also monitor the progress the children are making. When you look at the charts, please look at the number of children that make up the %. E.g. where we only have 2 children, each child is 50%.

End of Autumn Term Data

Attainment

Pupils at ARE (Age Related Expectations)

Cohort / Number	Writing % at or above	Reading % at or above	Maths % at or above
School/104	77	75	83
EYFS / 15	82	77	94
Yr 1 / 18	83	72	89
Yr 2 / 14	86	86	92
Yr 3 / 15	80	73	73
Yr 4 / 13	85	69	85
Yr 5 / 12	75	83	83
Yr 6 / 15	67	73	73

Pupils receiving Pupil Premium (in brackets pupils not receiving PP)

Cohort / Number	Writing % at or above	Reading % at or above	Maths % at or above
School / 26	50 (86)	58 (81)	62 (90)
EYFS / 4	50	75	100
Yr 1 / 5	60	60	60
Yr 2 / 3	100	100	100
Yr 3 / 3	33	33	0
Yr 4 / 4	75	50	100
Yr 5 / 2 (1SEN)	0	50	50
Yr 6 / 5	40	60	60

Progress

Pupils at making or exceeding expected progress end of Autumn 2015/16

Cohort / Number	Writing % at or above	Reading % at or above	Maths % at or above
School/ 104	93	92	97
EYFS / 15	94	65	94
Yr 1 / 18	100	100	94
Yr 2 / 14	100	100	100
Yr 3 / 15	100	100	100
Yr 4 / 13	85	85	92
Yr 5 / 12	92	100	100
Yr 6 /	100	100	100

Pupils receiving Pupil Premium (in brackets pupils not receiving PP) making or exceeding expected progress end of Autumn 2015/16

Cohort / Number	Writing % at or above	Reading % at or above	Maths % at or above
School / 26	96 (92)	92 (92)	100 (96)
EYFS / 4	100	50	100
Yr 1 / 5	100	100	100
Yr 2 / 3	100	100	100
Yr 3 / 3	100	100	100
Yr 4 / 4	100	100	100
Yr 5 / 2 (1SEN)	50	100	100
Yr 6 / 5	100	100	100

Performance Management/Appraisal

Leisha Champion and Jo Dennehy are carrying out Teaching Assistant (TA) annual appraisal. They have drawn up their own appraisal

matrix, liaised with the class teachers and introduced the new system to the teaching assistants. The teaching assistants have self-assessed their performance before meeting with Leisha and Jo to review it and set targets. As we have 2 new assistants joining us in the summer term, this process will make up part of their induction.

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

TCC have begun their transition for September 2016 with us. We have worked with the children moving up, completing postcards given by TCC which ask what they are looking forward to and what concerns they may have. TCC have also asked us to identify children transferring who require enhanced transition, this means children who will require extra support for whatever reason.

Our local pre-schools were invited to our dress rehearsals for our nativity, Little Monkeys attended.

Enhancements to our curriculum

- As part of our new curriculum, we ended the Autumn term with a Winter Wonderland. This was the opportunity for the whole school to share their learning for the term. The key question asked at the beginning of the term was 'What is entertainment'. Our Winter Wonderland and our display board at the end of the hall summarised the whole school's learning for the term. Please see our snap shot of this on our website, it gives you a flavour of our afternoon and is only around 3 minutes long. As part of it our younger children produced a nativity and the older children organised the Winter Wonderland. It truly was the work of the children, little adult help was needed to set up the Winter Wonderland, it was planned and run by the children and made over £600 which was then put towards the Eden trip for the whole school in January. Feedback from parents was very positive, as evidenced in our parent survey. Parents did comment that they missed cups of tea and coffee (as the children were running it we didn't provide these, just warm, mulled apple juice and soft drinks). Some parents also said that they missed the play, we understand this and plan a Christmas Play for next Christmas, however we do feel that it is not necessary every year. Although some children love being on stage, not every child enjoys it and although we try to include every child, most children actually spend very little time on stage. The winter wonderland, as you can see from the film, gave all children the opportunity to play to their strengths and those that loved performing had the stage for the whole time. Others entertained by running the café, serving in pop up stalls, running games or working in the craft area and gallery.
- Foundation Stage and Key Stage one visited the Theatre Royal to see The 3 Little Pigs. A coach was booked for Class Plym while Class Cremyll used the Cremyll ferry. This was hugely enjoyable for all the children and it also linked to the topic work on entertainment and the curriculum in English.
- As part of our Christmas Celebrations we enjoyed Christmas dinner, each class had a party and a visit from Father Christmas who gave a present to every child. Thank you to FoFLES (Friends of Furlanesend School) who gave us the money for the prizes, gifts and a super new costume for Father Christmas. On the last afternoon of the term we held our annual Christmas Celebration, it was well supported by parents who came along and sang carols with us. Each class performed something they had prepared for us. One of our challenges is that we have a large group of Jehovah's Witnesses families. We work with them over this period to ensure that we support their needs and offer alternatives within school for them. For example, the Winter Wonderland was focused around entertainment, not Christmas themed and the younger children did not take part in the nativity but joined in the Winter Wonderland; presents are wrapped in plain paper not Christmas wrapping paper and given by the class teacher, the children enjoy the roast dinner without the Christmas crackers and the parties are not Christmas themed.

- Our whole school topic for the Spring Term is 'What makes our world wonderful'? We began this by taking the whole school to the Eden Project – see the short film on our website. From this we set whole school homework, the best work began our whole school display at the end of the hall which answers the question posed. Our visit to Eden was a fantastic way to begin the topic – a huge thank you to Mr Wilde, it was his idea and he organised it for the whole school. The only way to improve the day would have been to have longer there. But it doesn't open until 10am and we didn't return to school until 4.30pm, so it was a long day for the children. Feedback from staff, helpers, parents and children was all very positive, it definitely inspired our learning.
- Every class had a workshop with a member of the Bournemouth Symphony Orchestra as part of their 'Adopt a musician' scheme. This was thanks to multiple teachers who had submitted promptly the application I sent out, we must have looked very eager! It was an enlightening experience for all involved, it wasn't just the children who were buzzing. All in Class Argyle were taught the violin, we had a class set hired just for this occasion. The musician said she had never had a whole group of children make so much progress within the session. We are very proud of the children and this exemplifies their positive attitude and confidence to learning something new. A picture of this was published in the Cornwall music hub monthly newsletter.
- Mark Parry from the National Marine Aquarium visited and spoke to the whole school about the work they do as part of our topic. This has been followed up by teachers across school and especially in Class Plym where they've had a focus on under the sea.
- M and M productions (a professional company), put on a performance of Peter Pan for the whole school. This was thoroughly enjoyed by everyone especially the audience participation and it recapped on the previous term's topic of entertainment.
- Emma Stockley visited class Argyll as part of their Science topic to share her knowledge as an archaeologist about evolution and inheritance. She explained the evidence to support her understanding of the different stages of man's development through history and brought some images to show what impact the changes over time might have had. She answered questions about her work and brought some of her favourite fossils she had found for the children to see and think about in the context of what they were learning. The children were very enthusiastic about this visit and the artifacts made the topic real for them. The class is planning a visit with Emma (and class Tamar) to a site in Cornwall next term to learn more about local history, too. As part of our new whole school topic approach half way through we have a sharing afternoon, where each class shares their learning so far. Like everything we do in school these are reviewed, revised and improved, evidence of this can be seen in our staff meeting minutes. We had looked at what had worked well in the Autumn term and built on it. It was a pleasure to have governors attend our meeting to share this experience. The impact of it was that children learnt from each other and were able to question others on their learning. This is what supports and inspires the children and helps make the learning real. It is also preparing them for our end of topic finale. This time we are creating a pop up museum in the school – Every classroom will be a different area. As the Spring term is short and the Summer term is long, we are continuing this topic until the end of April. In the last week of April we will open our museum for an afternoon and invite everyone along.
- As part of the World Book day events KS2 took part in a record breaking quiz attempt. This was a national attempt to break the record of the largest number of people taking part in the same quiz at any one time. We have submitted our data to the Guinness Book of records. Many thanks to the parent volunteers and the volunteers from the community who acted as adjudicators for us.
- For St David's day, the whole school wore yellow or came dressed as a dragon. In the afternoon the whole school learnt about Wales and why St David's day is celebrated. The work from this afternoon is displayed in our hall on our 'What makes Britain great?' display.
- The whole school celebrated World Book Day by dressing up as their favourite book character. The whole school homework had been to write a profile of their chosen character. Prizes (books) were awarded for the best fancy dress and the best homework.

- For St Piran's day, every class investigated why we celebrate the day. The older children made scones with jam and cream, there was much deliberation between the children and staff as to how the word is pronounced and which order the jam and cream should go on the scone – sorry Mr Wilde but it is jam first!
- Class Tamar are currently involved in Beach Tribe every week. This involves the whole class learning for a day at the beach. This is proving very popular with staff and children.
- As part of our topic work, the whole of KS2 visited the Aquarium in Plymouth. Each class was involved in a focused workshop. Visits like this support the learning in the classroom.

Parents' evenings and reporting to parents

We held our parents' evening at the beginning of March. This was an opportunity for the parents to see the children's books, meet with the class teacher and discuss the children's work, the progress they were making and what they could do to support the progress. Most parents attended parents' evening. Those that were unable to attend were given appointments at other times. For some parents, teachers conducted parents' evening on the phone. Teachers are now seeing their last few parents and have assured me that by Easter 100% of our parents and carers will have had a progress update from the teachers.

Links with parents and carers

We reviewed our homework policy, please see our website for details. One of the most important changes we have made is ensuring that every child completes their homework. This is because we could see the difference in progress between those that completed homework and those that didn't. This now means that if the child isn't supported at home to complete their work they are given the support at school. We do inform the parents that this has happened. The short term impact has been a huge increase in the completion of homework at home. It was as low as 20% completing in one year group. Now the lowest completion we have on average is roughly between 70-80% and at best 100%. We hope the impact of this measure will be an improvement in results.

As part of our process of review and improvement we surveyed our parents in February. The results were very positive and are displayed on our website under the about us tab.

Links with local sporting groups

Plymouth Argyle continue to provide training for all our children; this has proved very popular and is paid for from our sport premium. 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 runs. Their performance has been improving and one of our Y5 children has been selected to run for Cornwall.

A selection of our children with disabilities took part in the sports ability festival at Saltash this term with other children with similar needs. This was a very enjoyable day for them all and helped build their self-esteem.

Links in the community

A selection of children from our school choir were chosen to sing at Mount Edgcumbe Christmas Fair again this year alongside the children from Millbrook School.

We linked up with Point Europa again to provide placements in 2 of our classrooms for two Swedish teachers in February. We always find that this is a worthwhile learning experience for us and them and look forward to welcoming more in the future.

School Council

Our school council organized a Christmas jumper day and cake raffle over £100 was raised and this went to the ITV text Santa cause. The school council is currently organizing Sports Relief. They meet fortnightly and the minutes and actions can now be seen on our website.

SATs

Statutory assessments tests take place in the Summer term for years 2 and 6. Year 1 have a phonics test. All of these tests follow a strict procedure and are subject to continual monitoring during this time. External advisors can perform an unexpected drop in check at any time to ensure that the all the requirements are being met. More information on the tests can be found on the department for education website.

Building improvements/refurbishments

- In January Cornwall Council completed a building survey on the school. We are still awaiting the report with the recommendations, any work that needs completing on the school will be highlighted and the school will be expected to pay 10% of the bill.
- In January we also had our annual inspection of our play equipment and gym equipment. All the recommendations for improvement have been completed.
- We had an issue with 2 of our fire doors, this work has been completed.
- During the strong winds our school gate broke, this has now been mended and strengthened.
- Our shelter broke and we have a loose panel in the school kitchen. This is being completed before Easter.
- The school had a health and safety compliance audit. The results of which have been reported to the resources committee. There were no large issues, just a few recommendations and these will be followed up by our resources committee.

Pupil Questionnaire

Questions

1. I feel happy at this school
2. I feel safe at this school
3. I am making good progress at this school
4. I am well looked after at this school
5. I am well taught at this school
6. I receive appropriate homework for my age
7. This school makes sure its pupils are well behaved

8. This school deals effectively with bullying
9. I would recommend this school to another child

Results for all pupils in the school

School	Strongly Agree	Agree	Disagree	Strongly Disagree
1	45	45	2	0
2	53	33	4	0
3	63	26	3	0
4	62	30	0	0
5	63	27	2	0
6	54	30	7	1
7	62	28	1	1
8	64	25	0	1
9	62	27	1	0

This echoes the parent survey, in that the largest point of disagreement is homework, however, as with the parent survey a huge majority have an opposing view. What was most interesting from the children's surveys, we asked them in groups to give responses for each, what we do well/how we do it and how we could improve. The use of the school values was predominant throughout these responses. This echoes the recent pupil conferencing with the governors. The values are prominent throughout lessons, books, planning and are an integral part of life at Fournalenesend.

Quality of teaching, learning and assessment

The quality of teaching within school is monitored half termly and a record is kept. 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 using the 7 Strands of Excellence. This makes up an important part of performance management/appraisal. All performance in school is currently good or better.

Lesson observations are a crucial part of not just teacher development, but whole school development. Following observations we have added two new whole school initiatives. 'Plug the gap' – this is when during a lesson a teacher recognizes a gap in understanding/knowledge in the class (not just a group or individual), the teacher recognizes it is not necessary to deviate from the plan to plug that gap during the lesson, however is aware that it needs addressing (misconceptions that would lead to the learning objective not being met are dealt with immediately). The teacher identifies this with the children and makes a note of it on the 'Plug the gap' display. This highlights to the children that there is an area they need to cover. Depending on what it is, the teacher may then plan

some direct teaching time for it or ask the children to find out about the area and then draw from their findings. Our other new initiative is a 'Jottings' stamp. During a lesson, I observed that it was clear that the children were making rapid progress, however all the evidence of learning was on their whiteboards not in their books. I asked the teacher about this and was told, due to our handwriting and presentation policy (key issue from our October 2012 OfSTED inspection) the children did the quick work at the beginning of the lessons on their boards for pace, as if it was in their books it had to adhere to the handwriting policy and this slowed down the progress – I agreed. So we now have a jottings stamp that is used in the books, this is where the work is at speed and is exactly what is said, jottings. This means that it will not be presented to the same standard. But we are recognizing that it is part of lifelong learning, and that as adults we use writing for different purposes. We have therefore amended our handwriting and presentation policy to include this important amendment. Most importantly, the impact of it has been that progress that would have usually be rub off whiteboards, is now present in books and our policy handwriting states that this should not be judged in the same way as the other work in the books.

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. For details of how we assess please see our assessment policy, this has been recently updated. It is a very difficult year to make assessments and predictions due to the lack of information and changing information we have been given. Please read Appendix 1, this is from an email I was sent this weekend from Cornwall Association of Primary Heads (CAPH). After I read it I felt it was an important addition to this report, you will have all heard me giving you this message, it is good to see that it is a national problem.

For details of how we mark and give feedback, please see our marking and feedback policy, this has been recently updated.

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, behaviour and welfare

Attendance is currently 95.6% with 1.1% being unauthorised absences

The EWO (Educational Welfare Officer) holds clinics at the school to discuss attendance. Currently 3 families have been invited in for a meeting, this happens when attendance had dropped to below 90%. At these meetings 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. We have issued a penalty notice and this has been paid. We are currently in the position of issuing 2 more.

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.

As you are probably aware we had to re-organise our evacuation plan, due to hoax calls to schools. Please see appendix 2 for the letter we sent out to parents following this.

Staff have further developed the behaviour for learning policy – positive behaviour.

We had one incidence of bullying, which is recorded in our behavior book, our policy was followed and the parents of all involved were spoken to. There have been no further incidences.

Outcomes for pupils

Please see pupil premium and data.

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. We have recently made changes to our handwriting policy to support writing across the curriculum.**

School leaders are furious that local authorities and regional school commissioners (RSCs) are asking for predicted grades for this year's primary assessments when the government is refusing to provide guidance on how to score them. Professionals say it is impossible to provide the predictions before May's tests as pupils are sitting new tests under a new curriculum and it is not yet clear what their scores for pupils will be. Russell Hobby, general secretary of the National Association of Head Teachers (NAHT), wrote on Monday to the national schools' commissioner, Sir David Carter, to ask him to speak to the rest of the RSCs about the predicted grade requests. Mr Hobby (pictured) told *Schools Week* he wanted RSCs and local authorities to stop "adding insult to injury" to primary teachers by requesting the information. He added: "The last few months have been one unpleasant surprise after another in more ways than one. "Requesting predictions for 2016 results is, frankly, impossible.

"Nobody knows what will be achieved when you have a new curriculum, new performance thresholds and new tests. It just adds insult to injury. We have had a lot of complaints about two sources of these requests – local authorities and RSCs, depending on the nature of the school.

"I wrote to Sir David and pointed out this is probably not the best time to be asking for predictions and asked if he could he chat with the RSCs about the fact that hard data from schools is going to be impossible.

"This is an entirely new curriculum and pupils haven't been taught for the full school year and nobody has actually used the tests before and they don't know pupils will do on them until they do them. The actual thresholds for expected standards are not clear."

Some schools in north Yorkshire are understood to be boycotting requests from their local authority.

The NAHT's north Yorkshire spokesperson said: "In north Yorkshire, the local authority has agreed with the NAHT that predicting the outcomes of key stage 2 tests remains guesswork until there is clarity about revised expectations and schools have had the opportunity to experience at least one year under the new assessment requirements.

"School leaders have been requested to submit data where they feel that they can and in a format that they will be using for reporting to governors.

"A number of heads have told the authority that they cannot do this with any degree of accuracy and therefore won't be submitting data. The local authority has accepted this will be the case."

It comes after a raft of disagreements about the changes to this year's key stage 1 and 2 tests.

Last month, schools minister Nick Gibb acceded to the NAHT's request to put back the date for the submission of teacher assessment data.

Within the next few days, the Department for Education (DfE) is expected to write to all primary schools to clarify changes to primary assessment. Confusion over the exemplification materials for writing assessments has caused anger among the profession and the teacher unions.

A DfE spokesperson said: "To ensure every child gets the world-class education they deserve, where there are concerns about an academy's performance, RSCs collect a range of data on how pupils are doing, so support and challenge can be given where required to drive improvements."

Appendix 2

29th January 2016

Dear Parents and Carers

Following recent malicious hoax communications to schools across the UK, the Department for Education issued all schools, last night, with guidance.

If Furlanesend receives a call, we have a set procedure to follow given by the Department for Education. This involves calling 999 and following their advice.

If we need to evacuate the school, you will receive a text message. One has been prepared and saved. The message just tells you to collect your child from the community hall in Kingsand. We would appreciate it if you could do this as soon as possible.

We understand a few of you don't receive the messages and the contacts file will be taken with us. Therefore if your child isn't collected, you will receive a phone call.

The community hall have very kindly given us a key this morning, it has a kitchen and toilets. Although the mobile signal is very poor at the community hall we have checked and we can get a signal on the corner.

This morning we have trialled a security evacuation with the whole school as we have to congregate in a different area than we do for the fire drill. We told the children we were trialling a new idea. You will be pleased to hear they evacuated and were registered in just over 2 minutes and behaviour was impeccable.

If you have any concerns please don't hesitate to contact me.

Yours sincerely

Rebecca Norton

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