



Headteachers' Report to Governors

Autumn 2017

EXPECT THE BEST

GIVE THE BEST

BE THE BEST

1. Continuing to Provide the Governing Board with Good Quality Information

The governing board is the key strategic decision maker and vision setter in the school. It has a vital role to play in driving up pupil and school performance and ensuring resources are used to best effect to ensure the best possible education for every child. Ofsted's **Common Inspection Framework** and **School Inspection Handbook** (revised September 2016), provide a comprehensive overview of the expectations placed upon the governing board so it is understood that the quality of information provided to it, on a regular and consistent basis is crucial to enabling it to effectively fulfil these expectations. I recommend that colleagues visit the Ofsted website, www.ofsted.gov.uk to ensure familiarity with the inspection framework and related documents. More detail on the specific implications for Kilnurst follows later in this report.

My termly written report is aimed at providing a range of high quality information on a regular and consistent basis to assist colleagues in addressing the three core functions of the governing board:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the head teacher to account for the educational performance of the school and its pupils and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

I use the *Rotherham Head Teachers' Briefing Guide*, so that over the course of the school year the governing board is provided with the information required to carry out these functions effectively.

Her Majesty's Chief Inspector, Amanda Spielman recommends the two main issues governing boards should focus upon are:

- The quality of pupil outcomes
- The quality of teaching, learning and assessment

With these in mind I would refer colleagues to the document of **2017 Key Outcomes**, the latest validated **ASP** dashboard and also the **school's latest Ofsted HMI section 8 inspection report (October 2016)**.

2. The School Website as a Useful Source of Information for Governors

Could I encourage all governor colleagues to visit the school website: www.kilnurstprimary.org which provides a wealth of information about the school. In particular, useful details about all forthcoming school events may be found in the calendar. Some of these events would provide ideal opportunities for governor involvement e.g. events such as parent's evening and Christmas Concerts. The monitoring schedule is available in the secure section of the Governors page alongside any documentation

that may be part of the agenda for the Governing Board meetings. Could I also remind colleagues that in the section entitled '**About Us**', the school's **vision statement, aims and motto** may be found. **I would recommend occasionally revisiting such items in order to keep them fresh in the mind.** Ofsted inspections can focus upon the **culture** of the school so awareness of such documents will be important. Please note that the website requires frequent monitoring and any comments you may have on its effectiveness would be most welcome so that we can make the necessary adjustments. A link has been added to Class Dojo, an additional tool of communication that will keep parents informed of what is happening in the classroom and allow for messages between parents and class teachers. Please note that this is not intended to replace traditional forms of communication and a policy has been created to establish the safe and secure use of this form of school community social media. Colleagues are also reminded that Ofsted will spend a considerable amount of time scrutinising the website prior to any inspection so it is imperative that it gives a positive first impression of Kilnhurst Primary School.

3. Brief Update on Ofsted Developments and Current Position in the Inspection Cycle

The school's latest Section 8 Inspection was the 12th October 2016. This was a follow up to the Section 5 inspection in February 2016 where the school was graded 'Requires Improvement' in all areas. The outcome of the Section 8 inspection by HMI Helen Lane, was that senior leaders and governors are taking effective action to tackle the areas requiring improvement at the most recent Section 5 Inspection to become a good school. This would normally be followed up with a further monitoring visit by the HMI to look at further improvements, however due to the imminent conversion to become an academy it is unlikely that this will happen. On conversion the current school will essentially close and reopen as a brand new academy which will then be given up to 3years before a full Section 5 inspection. Senior leaders and governors will however continue to take effective action to become a good school and will use the support that will come from White Woods Primary Academy Trust to do so.

4. Reviewing the School's Vision

The governing board is the key strategic decision-making body of the school. The Governance Handbook (November 2015) states:

- The board should ensure that the school has a clear vision – which it may be helpful to articulate in a specific written vision statement. This should include ambitions for current and future pupils, as well as for the school's relationship with other schools.
- The board should make sure there is a strategy in place for achieving this vision. The strategy should provide a robust framework for setting priorities, creating accountability and monitoring progress in realising the school's vision. The focus should be on significant strategic challenges.

This was reviewed at the summer term GB meeting.

Kilnhurst Primary Vision and Aims

Vision

Kilnhurst Primary School provides the broadest possible curriculum to expand every child's educational opportunity and achievement. We believe that every day a child spends in school should be a journey of awe and wonder and, more importantly, every day should count.

Aims

To create an exciting place to be by providing – through a team approach – a creative, innovative, healthy, safe and caring atmosphere

To foster a positive ethos of respect throughout the school, where staff and children feel secure and valued and not afraid of failure

To encourage all members of the school community to succeed

To respect and celebrate diversity in others

To ensure that all members of staff are up-to-date with new trends, ideas and strategies and utilise different approaches and stimuli in their lessons in order to encourage, motivate and challenge the children to reach their potential

To ensure that all stakeholders have a 'voice' and have the confidence to make a positive contribution to the school 'team'.

OUR SCHOOL MOTTO: EXPECT THE BEST, GIVE THE BEST, BE THE BEST

Our school motto is short and simple but very important to us.

At Kilnhurst we promote an ethos of high expectations from pupils, staff, parents and governors. These high expectations are for all forms of school life including behaviour, uniform, engagement and outcomes.

Learning is what the school is all about. We set a positive example by continuing to learn ourselves, doing so by engaging in professional collaboration with a range of partners. Working together with parents is extremely important as children learn in a range of settings. We expect families to join with us in promoting this learning and support them in doing so.

OUR 2016/2017 MISSION STATEMENT

We share our mission statement with the Rotherham Community of Schools:

- That all pupils will make at least good progress;
- That there will be no underperforming cohorts;
- That all teachers will ensure at least good learning;
- That Kilnhurst will move to the next level of successful performance (grade 2, 'Good').

THE KILNHURST COMMITMENT TO IMPROVEMENT 2017/2018 Targeting 'Good'

To Move Kilnhurst to the Next Level of Performance We Will:

- Always strive for the highest outcomes and never accept second best;
- Steadfastly confront brutal facts;
- Support colleagues to improve but not 'carry' individuals;
- Differentiate leadership according to need;
- Hold all staff to account for the outcomes of their area of responsibility and pupil outcomes;
- Only accept grade 3, 'requires improvement' when it is a step towards becoming grade 2, 'Good';
- Welcome our specific roles but accept that we all have a wider responsibility for moving the school forward.

THE KILNHURST TEACHING COMMITMENT

- At Kilnhurst we make the education of our pupils our first concern and we are accountable for achieving the highest possible standards in our work and conduct.
- We act with honesty and integrity, we have strong subject knowledge and we keep our knowledge and skills up-to-date.
- We are self-critical, forge positive professional relationships and work in partnership with parents/carers in the best interests of all our pupils.
- Develop links with good and outstanding schools to enhance and improve the teaching and learning at Kilnhurst Primary.

5. Overview of School Self-Evaluation and Priorities for Development

The **School Inspection Handbook** (revised September 2016) advises that inspectors will consider the **rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement**. In judging the effectiveness of **governance**, inspectors will consider **whether governors provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school**. As recommended, I am providing an overview of the leadership team's current self-evaluation, using Ofsted's grades as a guide and drawing on a wide range of data.

Key Question 1.	
Overall Effectiveness – What is the Quality of Education Provided?	
Current Ofsted Grade (February 2016)	Grade 3, 'Requires Improvement'
Current School Evaluation	Grade 2, 'Good'

Key Question 2.	
What is the Quality of Leadership and Management?	
Current Ofsted Grade (February 2016)	Grade 3, 'Requires Improvement'
Current School Evaluation	Grade 2, 'Good'

Key Question 3.	
What is the Quality of Teaching, Learning and Assessment?	
Current Ofsted Grade (February 2016)	Grade 3, 'Requires Improvement'
Current School Evaluation	Grade 2, 'Good'

Key Question 4.	
What is the Quality of Personal Development, Behaviour and Welfare?	
Current Ofsted Grade (February 2016)	Grade 3, 'Requires Improvement'
Current School Evaluation	Grade 2, 'Good'

Key Question 5.	
What is the Quality of Pupil Outcomes?	
Current Ofsted Grade (February 2016)	Grade 3, 'Requires Improvement'
Current School Evaluation	Grade 2, 'Good'

Her Majesty's Chief Inspector Amanda Spielman recommends the two main issues governing bodies should focus upon are:

- The quality of pupil outcomes
- The quality of teaching, learning and assessment

With these in mind I would refer colleagues to the headline figures of **2017 Key Outcomes (SDP)**, the latest validated **ASP** dashboard and also the **school's latest Ofsted HMI section 8 inspection report (October 2016)**.

School Development Plan 2017-2018 – Key Areas and Objectives	
Priority 1 – Improve the quality of teaching, learning and assessment so that the attainment of pupils rises and they make more progress in reading, writing and maths.	
<ul style="list-style-type: none"> ❖ Teaching and learning is consistently good or better. ❖ High expectations of all staff and the highest aspirations for all pupils. ❖ The attainment and progress of all groups of pupils is improving. ❖ Outcomes for reading and writing improve to align with the outcomes in maths. ❖ Combined attainment gap to close to become in line with or above national average. ❖ 	<ul style="list-style-type: none"> ❖ Consistent approach to teaching and learning throughout school. ❖ Promotion of SMSC throughout the curriculum and the values of KPS and British values continue to be firmly embedded within school. ❖ Be clear on ‘How we Teach’ the core subjects and ensure this is consistent across school. ❖ ICT is used to enhance teaching and learning across school
Priority 2 – Improve the effectiveness of leadership and management	
<ul style="list-style-type: none"> ❖ Governing Board systematically challenge leaders within school and, as a result, the quality of teaching and pupils achievement have improved. ❖ All leaders and managers, including those responsible for governance, know their roles and consistently communicate high expectations and ambition. 	<ul style="list-style-type: none"> ❖ A clear leadership structure is in place and all members of staff are held accountable for their areas of responsibility. ❖ Successful transition to academy status as part of White Woods Primary Academy Trust.
Priority 3 – To enhance the broad and balanced curriculum	
<ul style="list-style-type: none"> ❖ Key curriculum skills assigned to each year group ❖ Children given the opportunity to develop literacy and maths through all areas of the curriculum ❖ Outside agencies bought in to upskill teaching staff and give children wider opportunities within the curriculum ❖ Building resilience and independent learners ❖ Use of staff strengths to enhance children’s opportunities in all areas of the curriculum <p>Prepare children for the next stage in their education and for life in the 21st century</p>	<ul style="list-style-type: none"> ❖ Develop the characteristics of effective learning throughout school: Engagement, Motivation and Thinking ❖ Curriculum will have suitable breadth, depth and relevance to meet the needs and interests of our children ❖ Offer a wide variety of extra-curricular opportunities for pupils to extend their knowledge and understating to develop their skills in a range of artistic, creative and sporting activities ❖ Progression of skills within the curriculum areas ❖

The SDP priorities have been shared with all staff and governors.

6. Staffing Update

It is recommended that the board is kept updated on information relating to staffing issues and the impact these may have upon delivering improved outcomes for pupils. I have pleasure therefore in providing the following update.

6.1 The staffing structure for the current year is as follows:

EYFS

F1 – K. Mappin, L. Brookes

F2 - L. Young, L. Peace

(J. Athey to work with a small group of children that require extra support across foundation stage, G. Leeson to support in EYFS – 9hrs)

KS1

Y1 – O. Cousen, S. Swift

Y2 – F. Storey (E. Swift 1.5 days), J. Levin

(A. Tune to work between Y1 and Y2 as required for extra support 3days)

KS2

Y3 – S. Russell, J. Horton

Y4 – G. Mangham, J. Mellors

(A. Scatchard to work between Y3 and Y4 as required for extra support 2.5 days)

Y5 – D. Marshall, D. Carr (am), L. Wheeler (pm)

(D. Salkeld and L. Hedge one to one support)

Y6 – K. Dodsworth, W. Towriss, L. Wheeler (am)

6.2 – Other Staffing Updates

- Long term supply (G. Mangham) currently in Y4 initially for the Autumn term. This will be reviewed after half term.
- Assistant Headteacher position advertised

7. Safeguarding

R. Cousins (Designated Safeguarding Lead) and E. Swift (Deputy Designated Safeguarding Lead) attended 'Train the Trainer' training and will be delivering safeguarding training on Monday 6th November INSET. This will then be delivered for support staff during the autumn 2 half term.

8. Annual Review of the Safeguarding Policy

The governing board has a statutory duty to review its Child protection policy on an annual basis. This was done at the GB meeting on the 5th October and has been shared with all staff, Governors and is available for parents on the school website. The policy was produced in line with the Keeping Children Safe in Education document and all staff and governors are required to read part one. This is available in the governor area of the website and there is a sheet located in the school office to sign that it has been read.

9. Annual Report from the Designated Teacher for Looked-After Children

The governing board has a statutory duty to appoint a designated teacher for Looked-After Children and ensure this teacher undertakes appropriate training. Statutory guidance for governing boards says they should, as a minimum, receive an annual report from the designated teacher. As the designated teacher I have pleasure therefore in providing the following report.

At present there are currently three 'Looked-After' children on the school roll. Such children are subject to statutory termly 'Looked-After' reviews and 'Personal Education Plan' (PEP) meetings which involve the school working with home and a multi-agency team of professionals. The statutory reviews involve a thorough discussion of the effectiveness of looked-after arrangements including placement, contact with family members, education, health etc. PEP meetings focus upon the child's education, specifically upon setting and reviewing targets and ensuring the best possible provision to meet the child's needs. The LA receives a 'Looked-After Child Premium' which the school can access when planning targets so that they are well supported and have equality of opportunity at school.

At the time of writing the school has three 'Looked-After' children on roll. Child 'A and B' are currently in upper KS2 and both have an EHCP (Education Health and Care Plan) to support them with the challenges they face with their learning. Extra support is provided in accordance with the EHCP. Both are making progress at their level, however both children are currently working below age related expectations. We continue to work with a wide range of professionals to ensure the children receive the best possible education whilst at KPS. Both child A and B are from Wakefield local authority and as such we receive the additional pupil premium funding from them. Both child A and B receive 27.5 hours individual support (school have to provide the first 13 hours of support from our budget).

Child C is now in Y1 but due to the complex needs, he is spending the morning in Foundation Stage 2 and the afternoon in Y1. This is due to the child working well below age related expectations and requiring a high level of support. We have successfully completed an EHC Plan for this child and received an additional 12 hours (on top of the 13 hours we have to provide).

10. Review of the School's Pupil Premium Strategy

F. Storey is currently producing a report detailing the amount received, areas of spend and impact of last year's allocation. This will be provided to the GB at the next meeting.

11. Review of the School's PE and Sports Grant

We currently receive £8960 (due to double) to use to enhance PE and sport within school. Our main spend is on Rotherham United Community Coaching (5 afternoons per week), who deliver PE lessons as CPD for staff, run dinnertime clubs daily, extra-curricular clubs and provide a bank of planning for staff. We also use the allocation for visits to the English Institute of Sport and for updating equipment where required.

The impact of the PE and Sports grant has seen a reduction of incidents at dinner time due to the more organised activities now offered. Staff feel much more confident in the delivery of PE sessions and the number of children attending extra-curricular clubs has risen due to more being offered.

12. School Budget 2017/2018

Update on the school budget to be provided by P. Haynes (CFO).

13. SEN Information Report

This can be found on the website under 'Key Info' – 'SEND'

Report Provided by Ryan Cousins – Headteacher, October 2017