



*Ellington Primary School
Head teacher's Report
Governing Body Meeting
March 16th 2022*

School Context

Number on roll

<u>Class</u>	<u>Girls</u>	<u>Boys</u>	<u>Total</u>
Nursery – Miss Nicholson	17	16	33
Reception – Miss Robinson	11	12	23
Year 1 – Mrs Pirie	8	21	29
Year 2 – Miss Willcock	16	10	26
Year 3 – Mrs Horsley	14	8	22
Year 4 – Mrs Rusby	18	11	29
Year 5 – Mr Fernandes	10	13	23
Year 6 – Mrs Morris/Mrs Richardson	18	12	29
Totals	112	103	215

Predicted Nursery Numbers:

April 2022 – 36 Children

September 2022 – 21 Children

Since September 2021, 8 children have left Ellington but 7 children have joined the school.
(Mainstream school)

Free School Meals: 15% – 29 Children

Ever 6 measure: 4.4% – 10 Children

SEND: 14.2% – 26 Children

LAC: 1

Attendance

Whole School Attendance 8th September 2021 – 4th March 2022

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Total % Attendance	96.41%	94.34%	95.9%	96.08%	93.98%	95.77%	93.21%
+/- compared to school average	+1.43%	-0.63%	+0.92%	+1.1%	-1%	+0.79%	-1.77%

Attendance this year is currently 94.98% which is below national standards but higher than the vast majority of local schools. A new attendance reward system has been introduced with prizes for classes with the top attendance each week and certificates for children achieving 100% attendance drawn at random.

Staffing

<u>Name</u>	<u>HT/DHT/TLR responsibilities</u>	<u>Upper Pay scale/ additional leadership responsibilities</u>	<u>Main scale coordinator role</u>
Kevin Hodgson Head Teacher	Achievement/Attainment of pupils Assessment and Pupil Progress	Child protection lead Curriculum & Teaching and Learning	Teacher performance management
Fiona Pirie Acting Deputy Head Teacher	Year 1 teacher	EYFS Assessment	Child protection Designated person
Julia Morris	Year 5 class teacher	SENCO	Mental Health Lead
Louise Rusby	Year 4 teacher Curriculum	Maths Lead	RE and PE Lead
Rachel Richardson	Year 5 teacher	Computing Lead	Music Lead
Alexis Fernandes	Year 6 teacher		History and French Lead
Kirsty Willcock	Year 2 teacher Assessment	English Lead	
Samantha Horsley	Maternity Leave		
Eilish Nicholson	Nursery teacher		Geography Lead
Jade Robinson	Reception teacher		Art and Technology Lead
Rachel Smith	Year 3 teacher (Maternity Cover)		Science Lead
Amanda Vardy	HLTA		PSHE Lead Health and Safety Lead
Annette Mallaburn	UKS2 teaching assistant		
Karen Sayers	UKS2 teaching assistant		
Cathryn Strachan	LKS2 teaching assistant		
Tracy Goodhall	EYFS/KS2 teaching assistant		

<i>Glenn Liddle</i>	<i>EYFS teaching assistant</i>		
<i>Rachel Hays</i>	<i>EYFS teaching assistant</i>		
<i>Andrea Mitchison</i>	<i>KS1 teaching assistant</i>		
<i>Pam Hunter</i>	<i>School Bursar</i>		
<i>Jenny Dyer</i>	<i>P/T Administration Assistant</i>		
<i>Ed Robertson</i>	<i>Caretaker</i>		
<i>Cathryn Strachan</i>	<i>Cleaner</i>		
<i>Hayley Curtis</i>	<i>Cleaner / Lunchtime Supervisor</i>		
<i>Pauline Millis</i>	<i>Lunchtime Supervisor</i>		
<i>Julie Emery</i>	<i>Cook</i>		
<i>Alison</i>	<i>Catering Assistant</i>		
<i>Julie Bramwell</i>	<i>Catering Assistant</i>		

Staffing Update

- Mrs Horseley began her maternity leave in late December. Miss Smith is covering this post. She has made an excellent start to her role. She has already built excellent relationships with the staff and children.
- I took the decision to move Mr Fernandes out of Year 6 due to concerns regarding the quality of teaching and learning. This was due to lesson observations and book scrutinies alongside other senior leaders. Mrs Morris and Mrs Richardson have moved into Year 6 with Miss Willcock teaching English to Year 6. I believe this change will give the children much more support in their preparations for the Year 6 SATs.
- Andrea Mitchison has been appointed as a teaching assistant working in Key Stage One on a temporary contract, initially.

In-service Training, Whole School Staff Development

Safeguarding – Whole School Safeguarding

Covid-19 Risk Assessments

English Training – New Writing Curriculum

Maths – Developing the Maths Curriculum

Subject Leaders – Curriculum Maestro Subject Leadership

Subject Leadership – Northumberland County Council

Subject Leadership – Internal training

School Improvement Plan

After developing the school improvement plan in Autumn term, it was advised by the school improvement partner that this plan would work better as a two-year plan. We have already made great strides in many areas:

Quality of Education:

Key Target 1 – To continue to refine and embed our approach to the teaching of reading and writing in the Early Years, Key Stage 1 and Key Stage 2. A wide range of new reading books have been purchased to replace the old collection in school. A consistent approach to phonics is clear now with new resources purchased and organised for all staff. Reading is now a key priority across the school with all classes having designated reading lessons following a bespoke reading curriculum.

Key Target 2 – To develop a teaching for mastery in Maths approach in the Early Years, Key Stage 1 and Key Stage 2, enabling all to flourish. We have changed our approach to maths so there is consistency across the school. This is a focus for the remainder of this academic year.

Key Target 3 – To develop a new whole school curriculum with clear intent, cohesive progression and significant impact. We have purchased a new 'off the shelf' curriculum which is being tweaked to match Ellington Primary School. There is a far more consistent and progressive approach to all teaching now. This is something which needs to be embedded over time.

Behaviour and Attitudes:

Key Target 1 – To re-establish clear expectations in regard to behaviour and attitudes, ensuring that all in school grow and succeed. New whole school values have been created by staff in school. They will be displayed around school so all children know and understand these.

Key Target 2 – To embed wellbeing and support improved mental health across our school community following the Covid-19 pandemic. Mrs Morris is our Mental Health lead in school. We continue to have peer mentor training for a selection of KS2 children. All children are aware of available support in school from other pupils and senior leaders.

Leadership and Management:

Key Target 1 – To improve the outcomes of all pupils including those with SEND, enabling all to flourish. Termly pupil progress meetings have been set which focus on the attainment and progress of all children. Interventions have been mapped out across the school. New SEND assessment tools have been purchased to enable precise assessments of SEND children. Early identification is key and this has been shared with all staff.

Key Target 2 – To develop a new whole school curriculum, including a focus on subject leadership in preparation for deep dive inspections. Subject leaders have had training via Curriculum Maestro, Northumberland County Council and from myself. There are now clear expectations of what a subject leadership role is and this has been linked to the teacher's performance management.

Personal Development:

Key Target 1 – To re-establish and extend upon the range of extra-curricular opportunities provided by the school and external providers. *There have been a wide range of after school clubs provided for children across the school. Sporting opportunities have been limited due to covid-19 but these opportunities should be available as the year progresses.*

Key Target 2 – To develop a Mental Health lead, ensure further training and a review of provision so that pupils know how to keep mentally healthy. *Mrs Morris is the mental health lead for the school and we have an excellent PSHE curriculum to follow in school which supports all children.*

Pupil Achievement

Due to the pandemic there were no statutory assessments in 2020 or 2021. Internal data collected in summer 2021 showed that there were huge gaps in the children's knowledge which need to be addressed. This was supported by assessments during Autumn term in school.

After the Autumn assessment week, all teachers had a pupil progress meeting with Julia Morris and I. We looked at every single child in school and their progress. Focussed interventions have been developed for Years 1 to 6. Assessment data is now saved on excel as previously all data has been paper based, but through discussions we have found that staff are not always aware of prior assessments from previous years and priorities moving forward.

Current predictions for Year 6 attainment are concerning, hence the change in staffing.

To support interventions in school, we have used the recovery funding to purchase PIVATS, IDL and My Maths.

Behaviour and Attitudes

As mentioned in the Autumn Headteacher's report, I had concerns with the aspirations and expectations in school. I believe that all children should have the highest of aspirations and that all staff should have the highest of expectations for all children. The senior leadership team worked together to develop new school values and a new mission statement has been written:

At Ellington Primary School, it is our intention to build champions.

We believe that every child has the ability to excel in almost any area of learning. Excellence isn't the result of a natural talent, but instead is the result of: extensive opportunity, skilled teaching, focussed practise and personal determination. Everything we do as a school is done with this vision in mind.

Our Values are the attributes that underpin our vision: Champion learners are taught ...

Honesty – being fair and truthful at all times.

Respect – for yourself, your family and your community.

Pride – in everything you do; aspiring to be the best version of you.

Resilience – recovering from difficulties, attempting things that will be hard and challenging.

Teamwork – working successfully with others.

Happiness – enjoying school and embracing life.

Our Vision for the next 3 years (our Strategic Goals).

Between 2022-2025, our Ellington Curriculum will be re-designed to ensure:

- 1. Children's progress from their starting points, in English and Maths at the end of Key Stage 2 is in the top 10% locally.*
- 2. The skills and knowledge our children will need to succeed in their future lives are embedded.*
- 3. Children will be taught healthy attitudes to relationships and their physical & mental health.*
- 4. Children will have a love of learning, they will know their strengths and learn from their mistakes.*

Our Aims for all pupils. They are what we want for every child, every day.

We build champions by ensuring that every child:

- 1. Knows how to stay safe, healthy, happy and make sensible choices*
- 2. Has respect for themselves, the environment and their communities*
- 3. Is a resilient, brave and inquisitive learner*
- 4. Gives their very best effort in all that they do*
- 5. Aspires to be their 'best self'*

Exclusions

There have been no exclusions.

Racist/Homophobic Incidents

There have been no racist or homophobic incidents.

Bullying

There have been no cases of bullying.

Risk Management and Safeguarding

I have continued to work on new risk assessments in line with changes to government guidance to ensure the safety of the children and staff remain the priority of everything we do. The risk assessments we have in place have proved to be manageable and successful.

Teaching and learning

There have been many changes with teaching and learning since September. A new DFE approved scheme (RWI) has been purchased and implemented. Staff have had training provided by a teacher from a local school but will have further training from a RWI trainer in March. The new structure to phonics means that the children work in smaller stage appropriate groups with clear progression. Our new reading curriculum is becoming embedded in Key Stage Two with the children having explicit reading lessons enabling them to sample a range of texts whilst working on their reading skills. Many books have been purchased to supplement this curriculum. In English, we have also introduced a new approach to teaching which enables the children to build their skills over time leading to a final published piece of work at the end of each unit of work.

In Maths, we have changed the structure of our lessons. We found that there was a very inconsistent approach to the teaching of maths across the school. All staff now have the same approach to lessons with three clear stages. Lessons begin with fluency, move onto the main task and then a greater depth challenge for those children who have mastered their learning. All children will have an arithmetic test every Friday to develop their arithmetic skills.

We introduced a new curriculum in Autumn term. The new curriculum has clear progression of skills and knowledge from Nursery to Year 6. This is something which was lacking in the previous curriculum. The scheme covers History, Geography, Science, Art and DT. Mrs Richardson is working on a new computing and music curriculum which will be introduced in the summer term. A new French curriculum will also be introduced which will enable a much more progressive approach to French teaching.

English Update

We have overhauled our English writing curriculum to ensure a more continuous and uniform approach between classes. Across school, I have implemented the 'take one book' approach. This method involves using the high-quality book as a stimulus and the anchor point for several weeks of planned learning and written outcomes. I have carefully chosen and mapped out each quality text from Year 1 to Year 6 and created a yearly overview to ensure progression. I have re-designed an English curriculum that is now centred around both classic and long-standing books as well as new and upcoming texts. Moving forward, I am in the process of mapping out and taking a similar approach to the EYFS curriculum.

We have also changed and introduced a new structure to English lessons by creating and introducing the 'Ellington Writing Journey'. The approach we have designed follows a seven-step journey that enables children to produce purposeful, creative written work. Using Michael Tidd's guidance along with the NC, I have also created a 'Writing for a Purpose' whole school overview that outlines the range of audiences and purposes for each year group. This has already proven to be an invaluable planning tool for teachers and has again, reinforced continuity in our approach and ensures teachers are covering the appropriate skills and genres. Furthermore, we have introduced writing toolkits for each year group, the box planning is an alternative to listed

'success criteria' for writing, which has transformed how writing is approached in the classroom, with an immediate impact on the quality of what pupils are producing.

We've started using Read Write Inc as our phonics scheme and we follow this in Reception, Year 1 and Year 2. Phonics is taught daily to all children in EYFS, Year 1, Year 2 and to children in Year 3 for those who have not passed the previous phonics screening. We have been in contact with various schools to ensure best practise is shared and staff have received training. We have heavily invested in RWI resources including books for school and at home to ensure fidelity to the scheme and children are accessing books matched to their phonics ability.

A new reading scheme has been introduced for years 3-6 that ensures that the children, by the time they leave the year group, are exposed to a wide variety of texts. Like writing, I have carefully chosen and mapped out texts in line with our wider curriculum as well as ensuring children have access to a range of high-quality texts. Whole class reading lessons are now delivered three days a week, in these lessons reading skills such as: vocabulary, inference, explanation, retrieval and sequencing, fluency are taught. In the two days in which the reading curriculum is not taught, we have also introduced separate SPAG lessons to concentrate on the explicit teaching of spelling, grammar or focused comprehension lessons.

Moving forward, creating a reading for pleasure culture in school is a key priority. We have already made key steps towards this such as fundraising and investing in high quality 'reading for pleasure' books to create more choice for children. I have created a list of 50 recommended reads for each year group across school and we have invested in these books to increase the profile and hopefully enjoyment of reading. Creating and establishing an inviting library is also in the process of being set up.

Kirsty Willcock – English Co-ordinator

Performance Management

All teachers will continue with their cycle of performance management which links in pay and performance. Performance management meetings were held in Autumn term and targets set. These will be reviewed in the Summer term.

After school clubs

TT Rockstars – KS2

Dance – KS1

Multi-skills – Reception, KS1

Cookery – KS2

Netball – KS2

Construction x 2 – KS1 and KS2

Tennis – Years 4, 5 and 6

Coding – Years 4, 5 and 6

Rugby – KS2

Safeguarding and Child Protection

On January 19th, all staff had safeguarding training delivered by Carol Leckie from Northumberland County Council. All staff have access to CPOMS and record all safeguarding concerns, behavioural incidents and SEND information on there. This system means all information is collated in system which enables much easier access for all staff.

Parents and the Community

Parent/Class Meetings

Due to the restrictions changing regarding Covid-19, we can now go ahead with more parental involvement in school. We will look to develop as many opportunities as possible for parents/carers to come into school. These will involve coffee mornings, stay and share/play, celebration assemblies and school performances.

PTA

The PTA have again been very supportive this term, after organising an amazing Christmas raffle, they have been into school painting and developing our library. A meeting was held in January and plans mapped out for the remainder of the year. These include supporting World Book Month, A Jubilee family picnic and a Summer fair.

Events:

World Book Day	Thursday 3rd March
The Sword in the Stone Performance	Wednesday 9th March
Red Nose Day	Friday 18th March
Parents Afternoon	Wednesday 23rd March
PTA Easter Egg Hunt (EYFS)	Friday 8th April
KS2 (Year 6) SATS	Monday 9th – Thursday 12th May
Queen's Platinum Jubilee Family Picnic	Friday 27th May
Year 4 Multiplication Tests	WB Tuesday 7th June
Year 4 Residential	Wednesday 22nd – Friday 24th June
Sports Week	Monday 27th June – Friday 1st July
Year 6 Residential	Monday 4th July – Wednesday 6th July
Summer Fair	Saturday 9th July
Sports Day	Monday 11th July

Premises and Equipment

As mentioned above, the PTA have made a big difference to the appearance of the school grounds. However, there are a number of areas that need to be developed. The classrooms need painting, staff toilets need modernising and our Early Years needs to be completely redeveloped.

Financial Update - The latest budget monitoring report is attached.