



Headteacher's Report to FGB. Meeting date: 1st February 2018

Overall on track to meet SIP milestones.

- **Resources Committee Action Plan:** (New SIAMS framework not yet published.)
- **Curriculum Committee Action Plan:** evidence of strong impact at an early stage in promotion of maths standards.

Context of school red font = new this HT Report

- Small rural school with 87 (*86) children on roll. Nursery has 10.
- Founded 1840, combination of original (grade 2 listed) and Devon Lady temporary buildings with lack of both indoor and outdoor space, use of Village Hall, Village Playing Field and Church all present significant challenges in promoting a suitable learning environment.
- Mixed socio-economic background, increase in PPG from very low to 22%: 18 PPG (+1 Nursery PPG) which includes 2 who are also Services Families and 3 CiC PPG. Very low ethnic groups. SEN 25% (22 children) with 3% statement/EHCPs. High incidence of SEND in some year groups. Attendance better than national. Two children are CiC.
- Previous drop in pupil numbers, is now growing. Presents challenge of falling budget, careful budget management & opening of Nursery in FSU has enabled retention of 4 class structure for 2017-2018. Governors closely monitoring budget.
- Governing Body has worked to a point of significant strength and provides effective strategic leadership with HT. Governors and HT have provided support to other school at the request of County. Governors are exploring formal collaborative working partnerships.
- **KS2 broadly at or above national in 2017 when disaggregated. RWM combined below national. School KS2 – 42% SEND, all outliers with supporting evidence of this: National 17% SEND. Letter received from Nick Gibb, Minister of State for School Standards, congratulating Offwell for Reading KS2 attainment, top 1% 2016. 2017 KS1 reading in top 10%**
- OFSTED inspection Good, May 2017. SIAMS Inspection February 2014: Good. Governors complete self-review Health Checks.

Overall Effectiveness

It is particularly important to recognise the significantly high % SEND in both Y2 and Y6 in 2017 data. Y6 42% and Y2 45%. In Y6 2 of the 5 SEND are funded to the full time equivalent; 4 of the 5 have a diagnosis significantly impacting their cognitive ability in certain areas of learning, the 5th has no diagnosis but is fully funded and working within the Year 1 Curriculum (this child will transfer to a Special School for Year 7). Y6 disaggregated data indicates SEND at Offwell attained above SEND nationally in R&W and at SEND nationally in Maths – this includes one child disappled. Non-SEND also working above or at national.



Effectiveness of Leadership and Management

1. Leaders and Managers will work to improve long-term financial stability. The 3-year balanced budget will reduce the reliance on Carry Forward . The Nursery budget is balanced with a plan which remains balanced into future years.
2. Leaders and Managers will agree and embed a revised long term Vision for the school. There will be a shared understanding of and commitment to this across the school community and evidence that it is supported by stakeholders.
3. Governors will have confidence in their secure evaluation of our school’s achievements and recognition of next steps within the new SIAMS framework, evidencing high standards across the areas of the framework

- Additional children have joined Nursery, we are currently consulting parents with a view to increasing Nursery days by one, so therefore to open Monday to Thursday inclusive. This is to ensure high quality provision for all children across the week meets parental demand and ensures we continue to have flexibility to continue increasing numbers/spaces within cost.
- Following discussions with parents, I am beginning to draw together evidence to support a request for Statutory Assessment for two children. (Education Health and Care Plan request). We should hear shortly whether a third child’s Parental Request for Statutory Assessment (request made before child joined Offwell) has been successful.

Quality of Teaching, Learning and Assessment

Curriculum Action Plan:

1. To continue the improvement in standards in maths across the school so that standards in maths diminish the difference with reading and writing.

- NPD January 2018 MNP Focus. Well received by staff.
- Staff identified need to revise how we record the in-school termly maths assessment data as the previously used. Verbal update to Curriculum meeting.
- NMP Course CT was to attend has been cancelled, verbal update at Curriculum.

Outcomes for children

Curriculum Action Plan:

1. To continue the improvement in standards in maths across the school so that standards in maths diminish the difference with reading and writing.
2. To ensure high quality phonics teaching across the school ensures higher than national % children attain the Y1 and Y2 phonics check and that children not yet fluent in using phonics in their writing are supported to improve and diminish the difference with a target to meet expected phonics and spelling standards.

- Data shared at Curriculum Committee 25.1.18
- Phonics attainment of Y1 and children in Y2 who did not attain Phonics test is currently being assessed (due by half term).
- Booster classes Y6 have begun, offering individual and group support to all children.



<p><u>Personal Development, Behaviour and Welfare</u></p> <p>Curriculum Committee Action Plan:</p> <p>3. Improved wellbeing for children is enhanced by 'Character Based Learning.' This will further promote creative and critical thinking, and independent learning for all children. (Links to Resources Key Priority: SIAMS)</p>
<ul style="list-style-type: none">• Plans made to work with Children's Centre to offer an afternoon / after school opportunity which will support wellbeing; child:parent relationships; encourage greater awareness of children's centre and what it offers. This is free to school, children's centre pleased to have the opportunity to support more actively within our community.• EH4MH training on NPD was well-received. Safeguarding linked. This was followed by a Supervision session for staff (advice/support/coaching/mentoring) which was also well-received with take-up from staff increasing.
<p><u>EYFS</u></p> <p><i>(no specific action plan this year)</i></p>
<ul style="list-style-type: none">• End of Autumn Term assessments completed. Revised plans to support individuals in place and continue to be monitored frequently. Support is of high quality and children are making good progress.• .Agreement with parent of one child to go ahead with additional assessment from external agency and apply for ECHP.