



Headteacher's Report to FGB. Meeting date: 18th July 2018

Overall on track to meet SIP milestones (except where Governors have agreed to postpone the action – eg due to SIAMS framework not being published when initially suggested and HT resignation).

- **Resources Committee Action Plan:** (New SIAMS framework – draft available to school but remains confidential until formal publication.)
- **Curriculum Committee Action Plan:** evidence of strong impact at an early stage in promotion of maths standards.

Context of school (updated)

- Offwell is a successful small school. Following the resignation of our Headteacher (31.8.18), the Governors wish to consider our options in securing the best possible long-term success of our school. An Acting Headteacher has been appointed for Autumn Term 2018 in the first instance.
- The school was founded in 1840. Buildings are a combination of original (grade 2 listed) and Devon Lady buildings with lack of both indoor and outdoor space. We have use of Village Hall, Village Playing Field and Church. These all present significant challenges in promoting a suitable learning environment.
- The Governing Body is a significant strength of the school and provides effective strategic leadership. The Chair of Governors has provided support to another school at the request of County. Several members are heading towards the end of their terms of office, succession planning has been a priority.
- OFSTED inspection Good, May 2017. SIAMS Inspection February 2014: Good (due Spring 2019).
- 83 children on roll and a governor-run pre-school with 10 children registered. We have 4 classes: a Foundation Stage Unit, Y1 &2, Y3&4 and Y5&6. We have a mixed socio-economic background. SEND= 29%, +4 requests for Statutory assessment and +3 ASC pathway requests Summer 2018. PPG/PPG+ = 22% (+2 Nursery PPG). 2% CiC.
- 2018 KS1 reading above 2017 National, writing and maths at national 2017. Phonics Y1 90%, above 2017 national. EYFS cohort 7 children (see analysis). KS2 2018 SEND=42%, one child dis-applied from testing and TA due to medical needs, part-time timetable (Special School Y7+).
- 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. 2017 KS1 reading in top 10%. Letter received from Minister of State for School Standards, congratulating Offwell for Reading KS2 attainment, top 1% 2016.
- Staff team is stable and highly skilled, 'curriculum leadership teams' are established and promote effective collaborative working. Wellbeing is a particular strength of the team. The school has identified SEND as an area for further development following significant increase in SEND high needs and challenging SEMH from a small number of children; multi-agency approach to meet needs is well established.
- There is effective support for families through Early Help.
- Christian Character and Ethos of the school is secure and valued by the local community, with the Core Values underpinning the strengths of the school.
- Relationships with families and the wider community are a significant strength. The Governors and staff actively foster close working relationships with families, as a result of this the school is very highly thought of. Families are aware that collaborative working offers significant benefits.
- There is a history of effective collaborative working partnerships both with local schools, a city centre school in Exeter and Globally through Erasmus+ project (2016 – 2018).

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%. Y6 2018 42% SEND.

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

- Carry forward confirmed. Budget share carry forward £18k (accurate figure to be presented to FGB) which is less than expected due to the fact we have not yet received PPG+ for CiC. Carry forward to FSU £700 (previous years this has been a deficit figure).
- Governor decision to postpone next steps in Visioning until September following resignation of Headteacher. Focus needs to be on securing leadership and management from September 2018.
- SIAMS available, postponed to September 2018. Recommend as a focus for SIP 2018/9.
- Following my resignation, I have ensured a greater focus on SEND (as I am also SENDCo). 4 requests for statutory Assessment have been submitted, I have received confirmation that some of these will be considered.
- Recommendation that SEND is a focus on the SIP next year: SEMH / Autism Champion

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.

- Progress to be shared at Curriculum – data not completed at time of writing.

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.



- Staff have had time to transfer information between this and next year’s teaching team.
- Phonics Y1 90%, above 2017 national of 81%. 1 child did not attain, This child joined Offwell during his Year 1 and has disabilities which impact speech and language development.
- Phonics Y2, 4 children took the re-test, one did not attain the check. This child receives ongoing support for phonics.

Personal Development, Behaviour and Welfare

Curriculum Committee Action Plan:

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)

- Honiton Learning Community initiative to expand support available to parents/families through a Learning Community Hub based at Littleton, Lorna Legg leading. This follows a successful model based in Exmouth which two of Offwell staff have previously visited.
- Previously decided to postpone until new school year. I have passed information to Lorna Legg. Lorna is aware of the need to focus on the areas within the new SIAMS framework, and of CPD available considering this was previously attended by CT, AB and KM – two of whom will have left next school year.

EYFS

(no specific action plan this year)

- The strengths of our EYFS were shared by an advisor with staff at another school as an example of excellent practice (to a school at EYFS moderation).