

Black Horse Hill Infant School

Headteacher's Report

This report will be presented to the Governing Body on **Thursday 25th November 2021** and refers to the period from **September 2nd 2021 – November 22nd 2021**.

CONTENTS

SECTION	1	SCHOOL CONTEXT
	1.1	Numbers on Roll
	1.2	In zone / out of zone
	1.3	Statistical Information
SECTION	2	ACHIEVEMENT
	2.1	Pupil Data
	2.2	Pupil Premium and Covid Catch-Up funding
SECTION	3	OFSTED ACTION PLAN
	3.1	Quality of Education
	3.2	Monitoring of Teaching and learning
	3.3	Behaviour and Attitudes
	3.4	Personal development
	3.5	Leadership and management
SECTION	4	SAFEGUARDING
	4.1	Safeguarding
	4.2	Safeguarding summary
SECTION	5	HEALTH AND SAFETY
	5.1	Covid Update
	5.2	School buildings
SECTION	6	STAFFING NEWS
SECTION	7	LIAISON & COMMUNITY LINKS
	7.1	Partnerships with other schools
	7.2	Charities
SECTION	8	PARENTAL INVOLVEMENT

SECTION 1 CONTEXTUAL INFORMATION

1.1 Numbers on Roll

	September 2018	September 2019	September 2020	September 2021
Foundation 1	28	29	30	29
Foundation 2	47	48	50	37
Year 1	58	50	45	51
Year 2	57	58	50	46
Total	162+ (+28 F1 pupils)	156 (+29 F1 pupils)	145 (+30 F1 Pupils)	134 (+29 F1 Pupils)
Occupancy rate (excl.F1)	90%	87%	81%	74%

1.2 Pupils in zone / out of zone

	In zone	Out of zone	% Out of Zone
Foundation 2 2018	31	16	34%
Foundation 2 2019	28	20	42%
Foundation 2 2020	35	15	32%
Foundation 2	37	10	27%

1.3 Statistical Information

Free School Meals (excl. F1)	28 children (21%) Yr2 10/46= 22% Yr1 8/51= 16% F2 10/37= 27%
Forces children	0
Universal Free School Meals (Census Day)	94% of children on Census Day had a school meal.
English as an Additional Language (incl. F1)	Russian (1), Spanish (1), Urdu (1), Thai (1)
Ethnic Groups	Any other white (5), White and Black African (3), Any other Asian (1), Pakistani (1), White-Irish (1), White and Asian (3)
Number of pupils with SEND	9 (including 2 children in F1)
Children with an Education Health Care Plan	1 EHCP
Children with Individual Pupil Funding	1
Looked After Children	0
Overall attendance 2020-21(COVID)	96.22%

Unauthorised Absence Autumn 1 2021	0.68%
Overall Attendance Autumn 1 2021 2 nd September -31 st October	95.37%
Incidents (Gender, Racial, Sexual, Homophobic, Transgender, Disability,)	5
Allegations of Bullying (Peer on peer abuse)	4

SECTION 2

2.1 Pupil Data

Due to the Covid-19 there were no statutory assessments for children at the end of EYFS and KS1 in 2021. The phonic screening check did not take place for Year 1 pupils.

At the beginning of this academic year the children were assessed in reading, phonics, writing and maths against age related expectations. The data is shown below for each year group.

Foundation Stage 2

This table shows the number of children entering F2 who are working at age appropriate levels.

Area of Learning	Number of children	% of cohort
Reading	15/37	40.5%
Writing	15/37	40.5%
Numbers	17/37	46%
GLD baseline		13.5%

Year 1

This table shows the attainment of the current Year 1 children from Autumn 1 (2020) to Summer 2 (2021). The Summer 2 data indicates where children are working on entry to Year 1 although we must remember that just because the children were age related in the EYFS curriculum this doesn't necessarily mean the children are ready for the KS1 Curriculum.

	PSED Making relationships	PSED Self confidence+ self awareness	PSED Managing Feelings	PD Moving+ handling	PD health+ Self care	CL Listening+ attention	CLL Understanding	CLL Speaking	CLL Reading	CLL Writing	Number	SSM
Au 1 -Age Related or above	20%	22%	27%	33%	37%	14%	37%	27%	27%	22%	65%	63%
Summer 2- Age Related or above	90%	92%	88%	80%	94%	78%	88%	88%	70%	62%	84%	9%
Au 1 Exceeding	0%	4%	2%	6%	4%	2%	6%	10%	11%	4%	8%	2%
Sum 2 Exceeding	12%	4%	10%	0%	2%	10%	18%	16%	22%	2%	14%	10%

Year 2

This table shows the attainment of the current Year 2 children from Autumn 1 (2020) to Summer 2 (2021). The Summer 2 data indicates where children are working on entry to Year 2.

Year 1 Autumn 1-Summer 2	Below Age Related Expectation	At Risk of falling below Age Related Expectation	On track for Age Related Expectation	Engagement with home learning January-March
Reading Autumn 1	15/44 (34%)	19/44 (43%)	10/44 (23%)	1DH- In school- 27% Home learning- 32% Limited engagement- 41% 1CY- In school- 27% Home learning- 55% Limited engagement- 18%
Reading Summer 2	12/44 (27%)	3/44 (7%)	29/44 (66%)	
Phonics Au 1	13/44 (29%)	17/44 (39%)	14/44 (32%)	
Phonics Su 2	Didn't pass 6/44 14% 1 EHCP child disappled		Mock Phonic Screen 38/44=86%	
Writing Au 1	11/44 (25%)	11/44 (25%)	22/44 (50%)	
Writing Su 2	15/44 (34%)	6/44 (14%)	23/44 (52%)	
Maths Au 1	12/44 (27%)	10/44 (23%)	22/44 (50%)	
Maths Su 2	16/44 (36%)	3/44 (7%)	25/44 (57%)	

Reports were presented and analysed about the attainment of our vulnerable pupils (SEND, FSM, LAC, EAL).

2.2 Pupil Premium Funding and Government Covid Catch-Up Funding

This academic year we will receive **£38,990** in Pupil premium money and **£3,045** Covid Catch-up money. Our Pupil Premium Strategy Statement has been presented to and approved by the Finance and Personnel Committee. This report has been uploaded to our school website because it is a statutory document required by Ofsted.

Pupil Progress meetings were held with staff in October to identify which children were at risk of not meeting age related expectations in Reading, Phonics, Writing and Mathematics. These meetings revealed that around 50% of our KS1 pupil premium children are working below age related expectations in these key areas. Interventions have been put in place for these children and for this term a priority has been placed on reading and phonics.

Mrs McLeod teaches two phonic groups in KS1 and both of these small groups have the lowest attaining readers (Ofsted use the term lowest 20%). The children work in small groups and they have additional reading. Teaching assistants are also delivering reading/phonics intervention to children causing concern in the afternoons.

As part of our work with the Maths Hub we are delivering a whole class Maths intervention in Year 1 and Year 2.

In addition, Mrs McLeod has been team teaching in one of our Year 1 classes because there are a high number of children causing concern. Her expertise has been used to identify gaps and interventions needed.

SECTION 3

OFSTED ACTION PLAN

Governors have received a copy of the School Self Evaluation/School Improvement priorities. These key documents outline how we are going to address the targets identified during our Ofsted inspection and move Black Horse Hill Infants to a grading of at least good.

Please find below the actions we have taken this term in relation to the following areas.

3.1 Quality of Education

Ofsted Target: Pupils do not always learn new knowledge in depth. They do not learn some knowledge in the order that they should. These weaknesses hold back pupils' learning. Leaders, governors and staff should be clear what they intend pupils to learn from Nursery to Year 2 in each subject, including phonics.

Reading and Phonics

We have continued to embed our revised reading model across the school. The model was introduced to our Foundation 2 children for the first time and feedback has been very positive from the staff. Changes to the Year 2 day (changes to lunchtime) have been implemented so that the impact of support staff having to leave their usual class is minimised. Every child is reading at least four times a week with our vulnerable readers reading more frequently than this. Mrs McLeod, teaching assistants and class teachers are providing additional reading/phonics provision across the school day for the lowest 20% of children.



At our Curriculum meetings for parents in the Autumn Term we communicated our approach to reading to parents/carers. By creating a new Reading Booklet for parents (thank you Mrs McLeod) even parents/carers who could not attend were informed of our whole school reading strategy. Curriculum presentations have been placed on the school website. By introducing a reading raffle we are trying to encourage parents to read at home with their children.

Phonics lessons were started after the first two weeks of school in Foundation 2 and they are delivered daily in line with the rest of the school. Children working below where they should be in KS1 are taught in small groups with Mrs McLeod.

Our Year 2 pupils will take a Phonic Screening check in the next few weeks and the results will be reported to the Local Authority.

Support from the English Hub is on-going and Miss Murphy our English Lead and I visited Childer Thornton Primary school to observe how reading and phonics is taught. Reassuringly, their provision was structured and delivered in a similar way to Black Horse Hill Infants. Over the coming months they will offer us guidance as we look to purchase a SSP DfE accredited Phonics scheme. Their advice is to wait until all schemes have been released.

Early on in the new academic year we reviewed the Ofsted good practice guide ***“The Reading Framework”*** at one of our staff meetings. One of the outcomes of this meeting is that wider texts, rhymes and poems will be carefully selected to develop children’s love of reading, vocabulary development and widen experiences of different subjects. These texts will be identified on teachers’



short term planning. Poetry books have been purchased for each year groups because an audit revealed they were limited across school.

We have made a concerted effort to ensure that our school communities are reflected in the books that we have in our class reading areas and library.

Finally to provide every child the opportunity to have books in their homes and develop a love of reading we have opened our Beach Hut Book Swap shed. The shed is open every morning and afternoon and children can take a book home to read and enjoy.

Maths

Maths continues to be a school priority and our Mathematics Lead has attended multiple training sessions (Wirral and Cheshire Maths Hub) to improve her subject knowledge and ability to lead the subject. This year we are part of the Embedding Mastery programme. F2 and KS1 are participating in the NCETM Mastering Number programme to develop fluency and number sense. F2 are using the programme as their main teaching input. KS1 are using it as an additional intervention for all children.

Science and the Wider Curriculum *(See Subject Leader Reports)*

Long Term curriculum overviews have been revised and updated so knowledge delivery clearly is mapped out across the year for every year group. Medium Term overviews have been adapted to reflect current practice and reflect any learning gaps in each subject identified by teaching staff.

Using the Maestro curriculum planning and assessment tool has been of huge benefit to our school, because the units are planned coherently to ensure that knowledge, vocabulary and skills are built up year on year therefore reducing teacher workload. The units are exciting and have significantly innovated our school curriculum. One of the other key features is that subjects are taught in a cross curricular way which makes the learning more memorable for the children. However, we know that the planning is only a starting point and teachers and subject leaders are ensuring that the units are adapted to meet the needs of our children especially after the Covid pandemic.

Our Year 2 children have been particularly inspired by their current unit “Movers and Shakers” and I have been thoroughly impressed when talking to them about their knowledge of the lives of significant individuals from the past. Later this term they are visiting Port Sunlight to learn about people and places from History in their own locality.

Early Years Maestro units cover the revised EYFS curriculum.

A report on Staff training and the impact it has had upon our school development was reported to the Finance and Personnel Committee.

3.2. Monitoring of Teaching and Learning

Monitoring takes place all of the time in our school and I frequently drop into classes, talk to children and review learning in books. Both strengths and areas for development are communicated to staff after these visits. Recently, I have reviewed reading and phonics and provided ways in which our provision can be improved.

This term (30.9.21) our School Improvement Associate (SIA) has conducted lesson observations across the school in writing to measure the impact on children's learning of our Read to Write Scheme. Feedback was very positive and areas for improvement noted.

A representative from the Maths Hub visited school on 10th November and observed Maths lessons with our Maths Subject leader, Sally Bancroft. Again feedback was positive and our next steps have been identified and training dates put in place.

We had a visit from an external moderator to ensure our procedures in relation to the administration of the Foundation 2 baseline assessments were robust and consistent. The subsequent report identified no improvements to be made.

Teaching Assistants have been observed delivering interventions and supporting vulnerable pupils.

On 7th December we are receiving a visit from an external Local Authority Inspector to quality assure our progress towards the Ofsted targets.

3.3 Behaviour and Attitudes

At the beginning of the school year we simplified our school Golden Rules to: Be safe, Be Kind and Work hard to make them easier for the children to follow and remember.

Our children have settled well into their classes and overall behaviour is good. There are a few children who are struggling with good learning behaviours (listening, focus, concentration and independence) in each year group. Some of the children have additional needs and we have made adaptations to their provision to reduce any barriers to learning and minimise the impact on other children. Teaching staff and our SENDco liaise with parents/carers of any children who still need support with developing appropriate learning behaviours and further systems are in place e.g. home school communication books. Our Learning Mentor is also working with these children in their classes and also in small groups.

Sixteen of our Year 2 pupils have participated in a wellbeing programme called "Superbeans" delivered by an external provider. This programme has focused on developing the emotional, physical and mental health of the children.

In addition, we have employed a drawing and talking therapist to support a couple of our most vulnerable children in school.

Attendance at school continues to be monitored each half term.

3.4 Personal Development

Work has continued in this area of school life to ensure that the provision for personal development is thoroughly planned across the school. We continue to use the Jigsaw PSHE scheme across school which not only supports children's emotional wellbeing but also develops their understanding of fundamental British Values.

One of the highlights of this term is that we can once again have the whole school in the hall for assemblies. School assemblies have been written to promote children's spiritual, moral and cultural

understanding. Furthermore, there has been a clear focus on developing the children's knowledge and understanding of other communities in modern Britain. Again this year we embraced Black History month and children heard about black role models from the past and present. With the introduction of an assembly coverage checker we can be sure the key aspects of SMSC and British values are covered across the year.

In response to a racial incident in school, the Multi Ethnic Advisory Service (MEAS) delivered a Challenging Racism assembly to the children. Sheema from the service shared her experiences of racism at a level appropriate to our children's understanding. The key message was that differences should be celebrated.



Understanding democracy has been a focus over this past week with children voting for their classmates as we establish our School Parliament for 2021-22. This provides the children with the opportunity to understand how they can make a positive contribution to our school community. In our Foundation classes the children have been voting for which story they want at the end of the day.

Following attendance at a training event "Jigsaw's contribution to Ofsted" our PSHE policy and subject overview is being reviewed and updated to reflect current practice by our Personal Development leader Sue Honeybourne.

3.5 Leadership and Management

All Governors committees have met over this term. Key policies such as the Safeguarding Policy has been reviewed and updated in line with Keeping Children Safe in Education September 2021.

The Local Authority Appraisal Policy has been approved by the Finance and Personnel Committee. Teachers' performance objectives have been reviewed in line with the Teaching Standards and pay recommendations have been made to the committee. New performance targets have been set with staff in line with our School Development priorities.

Professional Development needs have also been identified and a training overview is in place.

SECTION 4 SAFEGUARDING

4.1 Safeguarding

Staff and governors from the Infant and Junior Schools met on our Staff Development in November to receive updated Safeguarding training from Amanda Waterfall who works for the WSCB team. The key changes from the KCSIE 2021, safeguarding documents and the prevent agenda were communicated to staff. Moreover, our school Designated Safeguarding Leads (DSLs) have completed their training. Our school DSLs are Rachel McLeod, Sarah Lucan, Sam Connor and of course me.

4.2 Safeguarding Summary

For the period September 2021-November 2021

	Number of children	Outcome
Number of children in TAF	1	<i>One child being supported by a Family Support Worker</i>
Number of children in Child In Need	0	
Number of children subject to a Child Protection plan	3	
Number of referrals made to Social Care	3	
Operation Encompass Notifications	0	
Number of referrals/advice from LADO	0	
Number of allegation against staff	0	
Allegations of bullying	4	Two allegations involving same child
Attendance meetings held	2	

SECTION 5 HEALTH AND SAFETY

5.1 Covid Update

The return to school for all of our children and Black Horse Hill families has been very successful. The number of positive cases has been relatively low amongst staff and children for this term.

5.2 School building

Over the summer holidays various jobs were completed. We had a changing bed fitted in Foundation 1, gutters replaced at the front of the building and skylights were replaced in the corridors. Our staff room was refurbished by Mrs Astbury and Mr Pritchard.

SECTION 6 STAFFING

There have been no changes to our teaching staff this academic year. All teachers have remained in the same year group whilst we embed the curriculum for each year group.

We have appointed a new Teaching Assistant, Fran Morrison to our Foundation 1 class. Furthermore we have appointed a Teaching Assistant apprentice Amber D'Arcy who is currently working in Foundation 2.

One of our long-serving Teaching Assistants Lindsay Peddie retired in the summer. She is missed greatly by the team and her service to the school will be acknowledged over the coming weeks.

SECTION 7 **LIAISON AND COMMUNITY LINKS**

7.1 Partnerships with other schools

We continue to work closely (virtually) with the following cluster groups:

- Deeside Headteacher group
- Deeside Collaboration
- Infant School Cluster

7.2 Charities

Once again we supported the Poppy Appeal and poppies have been sold in the school playground.

We raised £362.94 for the charity Children in Need from donations from parents and a cake sale at the end of the school day.

SECTION 8 **PARENTAL INVOLVEMENT**

We endeavour to keep parents/carers involved with their child's education as much as possible. Staff are visible and accessible either at the beginning or end of the school day to answer any queries or worries parents may have about their child.

Each week our parents/carers receive a homework sheet or video which outlines the learning that has taken place that week in school. Homework activities are identified for the children to complete which reinforce the learning that has taken place that week. Additionally, staff write in the children's reading diaries at least once a week to celebrate achievements and identify next steps.

Furthermore we have invited parents/carers in to school to share our curriculum vision and plan for the year. These meetings were well received by the parents.

Parents/carers have also had the opportunity for a face-to-face meeting with the class teacher.

Julie Morris
November 2021