

Black Horse Hill Infant School

Headteacher's Report

This report will be presented to the Governing Body on **Wednesday 22nd March 2023** and refers to the period from **Monday 21st November- Friday 10th March 2023**.

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SECTION 1 CONTEXTUAL INFORMATION

1.1 Numbers on Roll

	September 2019	January 2021	January 2022	January 2023
Foundation 1	29	36	37	27
Foundation 2	48	50	37	46
Year 1	50	45	50	39
Year 2	58	50	47	54
Total	156	145 (+36 F1)	134 (+37 F1)	139 + (27 F1)
Occupancy rate (excl. F1) 180	87%	81%	74%	77%

1.2 Statistical Information

Free School Meals (excl. F1)	34 children (20.48%) Yr2 13/54 = 24% Yr1 12/39= 31% F2 7/46=15 %
Forces children	0
Universal Free School Meals (Census Day)	97% of children on Census Day had a school meal.
English as an Additional Language (incl. F1)	12 Welsh (1), Kurdish (Sorani) (2), Persian/Farsi (1), Farsi/Persian (Any Other) (1), Russian (1), Sinhala (1), Spanish (1), Swahili (Any Other) (2), Ukrainian (1), Thai (1)
Ethnic Groups	Any other white (3), White and Black African (2), Any other Asian (3), White-Irish (2), White and Asian (3), Any Other Mixed (3), Black African (2),
Number of pupils with SEND	14 F2+ KS1 (8.43%) 0 F1 SEN pupils
Children with an Education Health Care Plan	3 EHCP
Children with Individual Pupil Funding	1
Looked After Children	0
Incidents (Gender, Racial, Sexual, Homophobic, Transgender, Disability,)	1
Allegations of Bullying (Peer on peer abuse)	0

1.3 Attendance

	2022-23 (Sept- March)	2021-22 (September- March)	2020-21
Whole School attendance	94.68%	93.67	96.38
Persistent absence (Higher than 10% absence)	27%		
Yr2	93.77%	94.42	97.38
Yr1	96.57%	93.70	95.42
F2	94.5%	94.31	95.82
F1	91.98%	91.16	97.40
F1 (January starters)	97%	85.99	95.98

Groups	% Attendance
Boys	94.8%
Girls	94.8%
Pupil Premium	92.46%
Non Pupil Premium	95%
SEND	91.96%

SECTION 2

2.1 Pupil Data

Foundation Stage 2

This table shows the number of children entering F2 who were working at age appropriate levels and how many children were working at age appropriate levels in Autumn 2.

	<u>National/BHHIS</u> <u>(End of year)</u> <u>2022</u>	<u>Baseline</u> <u>Sept 2022</u>	<u>Autumn 2</u> <u>2022</u>	<u>Baseline</u> <u>Sept 2021</u>	<u>Autumn 2</u> <u>2021</u>
GLD	65% (70%)	17%	56.5%	16%	64%
L+A	82% (86.5%)	50%	72%	44%	89%
Word reading	74.7% (81%)	46%	76%	42%	78%
Writing	69.5% (70%)	37%	65%	42%	75%
Number	77.8% (95%)	83%	89%	67%	92%

Year 1

This table shows the attainment of the current Year 1 children from Foundation 2 (Summer 2021) to Autumn 2 (2022). 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.

Year 1 <i>3 new EAL pupils Autumn 2022</i>	On track end of F2	On track Autumn 2 2022
Reading	81%	77%
Writing	70%	72%
Maths	95%	85%

Year 2

This table shows the attainment of the current Year 2 children from summer 2 2022 in Year 1 to autumn 2 in Year 2.

Year 2	On track end of Year 1	On track Au 2 2022	National End of year 2022/BHHIS
Reading	62%	62%	67%/85%
Writing	46%	44%	58%/53%
Maths	62%	42%	68%/70%

A pupil progress meeting has been held with the Year 2 teachers, our Maths Lead and SENDCo. Pupils were discussed who were at risk of not meeting age related expectations. Year 2 teachers are going to continue to identify the gaps in children's learning and tailor the curriculum to address these gaps. Interventions will also take place with small groups and individual children. We are positive there will be more children working at age related expectation at our next data collection point.

2.2 Pupil Premium Funding and Government Covid Catch-Up Funding

This academic year we have received **£37,395** in Pupil Premium funding.

Our Pupil Premium Strategy Statement has been devised and this outlines how the funding will be used this academic year. This document has been shared and approved by governors.

SECTION 3

OFSTED ACTION PLAN

Governors have received an updated copy of the School Self Evaluation/School Improvement priorities. The SEF has been updated since the Autumn Term and identifies the progress made towards our priorities. This will be reviewed again at the end of the Spring Term.

These key documents outline how we are going to address the targets identified during our Ofsted inspection and move Black Horse Hill Infant School to a grading of 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.

On Monday 6th March, two inspectors from the Local Authority visited school for a day to conduct a "Mocksted". During their visit they observed phonics, reviewed the reading environments, observed reading, interviewed our Science and Geography leaders and looked at children's books. Although quite intense it was good practice for the real event. At the time of writing we are waiting the written report.

Reading and Phonics

Staff have become familiar with the delivery of the Little Wandle phonics scheme. All staff are delivering the programme consistently and this has been verified by an external Little Wandle consultant in November. Our reading and phonics provision is reviewed regularly at staff meetings.

As a staff we have conducted an audit of our class reading areas. We have agreed how the areas should be organised (consistent approach across the school) and the texts that children should be accessing in each year group.

Our Reading Policy has been updated to reflect current practice and it is now on the school website.

Our Subject Leader for English has also attended training sessions organised by the LA.

Maths (see Subject Leader SES)

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. In addition, Daniel Hamm and Liz Astbury have attended maths training which is specific to their year group. This training has led to changes in maths planning and children's recording.

Sally has also updated the Calculations policy which has been presented to and approved by the Learning and Achievement Committee.

Science and the Wider Curriculum

(See Subject Leader SES)

Our curriculum offer is being continually refined to make it the best possible offer for the children. We now have a curriculum implementation and progression document in place for all subjects.

Art and DT have been a focus for this term. We have appraised the frequency and delivery of art across the school. A decision has been made to teach these subjects more frequently rather than having an “Art or DT” day. The rationale behind this decision is that like in other subjects children need the opportunity to rehearse, practise and refine their art skills on a regular basis and for some children it is a lesson that they look forward to. Our Art/DT leader has looked at our planning and revised it for the year group (Yr2) that she teaches with the plan moving forward for her to do the same in Year 1. Artists have been chosen to represent diversity. All staff attended Art training with a specialist teacher on Monday 6th March which was well received. Further Art training is scheduled for 13th June

Furthermore, this term we have provided some of our Subject leaders with the opportunity to experience the Ofsted deep dive process. Our SIA has interviewed our Science and Geography leaders, observed lessons, scrutinised books and interviewed pupils. This process has led to a review of these subjects and we are now revising our curriculum offer for these subjects so that the content is taught on a termly basis. Our Science leader has already reviewed the Year 1 Science lessons and he had Subject leader time to rewrite the Science lessons for Year 2.

There is a plan in place to “Deep Dive” other areas of the curriculum in the summer term.

3.2. Monitoring of Teaching and Learning

On Monday 6th March, two inspectors from the Local Authority visited school for a day to conduct a “Mocksted”. During their visit they observed phonics, reviewed the reading environments, observed reading, interviewed our Science and Geography leaders and looked at children’s books. Although quite intense it was good practice for the real event. At the time of writing we are waiting the written report.

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There is a plan in place to “Deep Dive” other areas of the curriculum in the summer term.

Our EYFS classes have continued to be reviewed by an external consultant Ruth Swailes. Ruth identifies actions to be completed by her next visit to school.

3.3 Behaviour and Attitudes

We have high expectations for pupils’ behaviour and conduct in school. Children are expected to do their best in lessons. In some classes there are children who find this a challenge. Staff are

supporting these children to make good behaviour choices by being consistent, rewarding positive behaviour and applying sanctions when needed.

In February, a member of the LA Inclusion Team (Moira Bridge) visited school to advise us on our provision for our SEN pupils. She visited classes across the school and made suggestions as to how we can further support children with additional needs. She recognised the complex needs of three of our Year 2 children and she advised recruiting an additional member of staff to work on a two-to-one basis. After completing a costed provision map we received some extra funding from the LA.

After Christmas four children joined Year 2 who have English as an additional language (EAL). Each of the four children speak a different language and their families are seeking asylum in the UK. They have been supported by a Teaching Assistant who is on a casual contract.

Most of our children attend school when they are well enough to do so. There are a small number of children who do not attend school regularly enough and meetings have been held to identify and overcome any barriers in place for these families.

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.

3.5 Leadership and Management

All Subject Leaders have now written a Subject Self Evaluation which identifies the strengths and areas for development in their subject.

3.6 Cultural capital/Enrichment Activities

Date	Activity	Year group
Fortnightly	Open the Book Visitors from St Michael's Church.	F2-Yr2
18.11.22	Children in Need (Non Uniform and cake sale)	F1-Yr2
26.11.22	Christmas Fair	Infant and Junior School
24.11.22	Yr2 Trip to Port Sunlight	Yr2
2.12.22	Knowsley Safari Park	Yr1
9.12.22	Christmas Jumper day	F1-Yr2
w/c 12 th December	Christmas Performances	F1-Yr2
14.12.22	Rock Steady Concert	F1-Yr2
19.12.22	Christmas Crafts and baking	F1-Yr2
20.12.22	Christmas Party Day	F1-Yr2
18.1.23	Lunar New Year workshop	Yr2
18.1.23	Lunar New Year Assembly	F2-Yr2
13.2.23	Safer Internet day	F2-Yr2
2.3.23	World Book Day	F2-Yr2

SECTION 4 **SAFEGUARDING**

4.1 Safeguarding Summary

For the period September 5th 2022- March 10th 2023

	Number of children	Outcome
Number of children in TAF	0	
Number of children in Child In Need	2	
Number of children subject to a Child Protection plan	1	
Number of referrals/consultations with Social Care	2	
Operation Encompass Notifications	2	
Number of referrals/advice from LADO	0	
Number of allegation against staff	0	
Incidents (Gender, Racial, Sexual, Homophobic, Transgender, Disability,)	1	<i>One incident investigated.</i>
Allegations of bullying	3	<i>Allegations dealt with and addressed with children. Parents informed.</i>
Attendance meetings held	6	<i>4 Meetings in autumn term 2 Meetings in spring term with Early Help Adviser.</i>

Three new staff members have received Safeguarding training.

SECTION 5 **HEALTH AND SAFETY**

I have attended Educational Visits Training. This was identified as a requirement at our Health and Safety Audit.

Ray Pritchard and Stuart Dagnall have attended Emergency First Aid at Work training. Two new Midday assistants have been Paediatric First Aid trained.

SECTION 6 **STAFFING**

As described earlier in this report we have two additional Teaching Assistants (Ellen McGowan and Helen Myers) working in Year 2 at the moment.

After the Easter holidays, Liz Astbury will be reducing her working hours (Monday-Wednesday). The other two days are currently being advertised on the Wirral Council website. I will inform the parents in Mrs Astbury's class of the change once the appointment has been made. A sabbatical has also been approved for Liz for the academic year 2023-24.

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

SECTION 8 **PARENTAL INVOLVEMENT**

We held an "Open Classroom" for parents/carers in February. The children were pleased to be able to show their grown-ups their books and share their learning. Additionally, the event provided the children with the opportunity to retrieve and recall the key learning that has happened so far this year.

Our parent/teacher meetings have been scheduled for week commencing 27th March.

Thank you for your ongoing support.

Julie Morris
March 2023