



## **Black Horse Hill Infant School**

### **Headteacher's Report**

This report will be presented to the Governing Body on **Thursday 17<sup>th</sup> November 2022** and refers to the period from **September 1st 2022 – November 11th 2022.**

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## **SECTION 1 CONTEXTUAL INFORMATION**

### **1.1 Numbers on Roll**

	September 2019	September 2020	September 2021	September 2022
Foundation 1	29	30	29	13
Foundation 2	48	50	37	47
Year 1	50	45	51	39
Year 2	58	50	46	53
Total	156 (+29 F1 pupils)	145 (+30 F1 Pupils)	134 (+29 F1 Pupils)	139 + (+13 F1 Pupils)
Occupancy rate (excl.F1)	87%	81%	74%	77%

### **1.2 Pupils in zone / out of zone**

	In zone	Out of zone	% Out of Zone
Foundation 2 2019	28	20	42%
Foundation 2 2020	35	15	32%
Foundation 2 21	37	10	27%
Foundation 2 22	47	10	21%

### **1.3 Statistical Information**

Free School Meals (excl. F1)	27 children (19%) Yr2 10/53= 19% Yr1 12/39= 31% F2 5/47= 11%
Forces children	0
Universal Free School Meals (Census Day)	96% of children on Census Day had a school meal.
English as an Additional Language (incl. F1)	7 children Welsh (1), Russian (2), Thai (1), Swahili (2), Ukrainian (1)
Ethnic Groups	Any other white (4), White and Black African (2), Any other Asian (1), White-Irish (2), White and Asian (2), Any other mixed background (3), Black – African (2)
Number of pupils with SEND	12
Children with an Education Health Care Plan	3 EHCP

Children with Individual Pupil Funding	1
Looked After Children	0
Overall attendance 2021-22	93.26%
Overall Attendance Autumn 1 2022 2 <sup>nd</sup> September – 30 <sup>th</sup> October	96.61%
Unauthorised Absence Autumn 1 2022	0.53%
Incidents (Gender, Racial, Sexual, Homophobic, Transgender, Disability, )	0
Allegations of Bullying (Peer on peer abuse)	3 (Yr2 x2 and F2 x1)

## **SECTION 2**

### **2.1 Pupil Data**

Outcomes for pupils 2022 (See data SES)

### **2.2 Pupil Premium Funding and Government Covid Catch-Up Funding**

This academic year we will receive **£37,395** in Pupil premium money and **£4,060** Recovery Premium money. Our Pupil Premium Strategy Statement has been presented to and approved by the Learning and Achievement and Finance and Personnel Committees. 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 65% of our KS1 pupil premium children are working below age related expectations in these key areas. It is important to remember that these children often have other contextual factors such as SEN, EAL, family circumstances or attendance which can also be a barrier to academic progress. These children are all accessing quality first teaching in the class and they will be targeted during learning time by being part of focus groups and appropriate interventions have been put in place.

Miss Murphy is our phonic and reading expert and she is teaching the lowest 20% of readers in Year 2. They are in a small group of eight children. These children benefit from reading practice with adults on a daily basis.

In Year 1 Mrs McLeod reads with the lowest 20% of readers. These readers have additional reading practice too.

In KS1 the teachers have continued delivering the Mastering Number Programme which is a number intervention strategy. The aim of this programme is to develop children's fluency and ability to recall number facts so that the short term working memory is left free to assimilate new learning. This is in addition to a maths lesson.

## **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.*

We have used our staff development days to focus on refining our school curriculum. In September, our Subject Leaders worked with our School Improvement Associate Annette Palmer to write a subject self-evaluation. This identified the strengths and areas for development in their subject and the next steps. Following this, Subject Leaders worked with Annette to write their subject action plan which outlines the actions needed this year to improve their subject. Our second staff development day focused on subject leaders providing an update for all teaching staff on the outcomes of the pupil voice interview conducted in July and areas they were concerned about in their particular subject area. Many concerns were resolved just by all staff having the time to talk. This meeting was extremely useful and productive in moving our curriculum forward.

### **Reading and Phonics**

We have now purchased the Little Wandle Letters and Sounds programme and this has been introduced across the school since September. The programme is an excellent resource and all phonics lessons are planned and are clearly sequenced from F2-Yr2.

Teachers and Teaching Assistants have viewed the training materials available with the subscription to achieve consistency in delivery. Frequent professional discussions have taken place about how the materials are being used in the classes. Miss Murphy has coached Teaching Assistants who haven't been part of the phonics and reading programme before.

Monitoring has taken place regularly by Miss Murphy and we have been visited by a Little Wandle specialist adviser who has observed teaching and reading sessions. Her feedback was very positive and we have taken on board her recommendations for improvement.

Resources have been ordered, including a new range of decodable books which match the Little Wandle progression sequence. We have received 75% of the funding from the English Hub.

The Local Authority have organised a significant training package (which spans the whole academic year) for English Subject Leaders which focuses on developing good practice in reading and writing.

### **Maths**

Maths continues to be a school priority and our Mathematics Lead Sally Bancroft 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 Sustaining Mastery programme and Sally is leading a project across the school on developing children's mathematical fluency.

The Local Authority are also offering training in mathematics for all Wirral schools.

### **3.2. Monitoring of Teaching and Learning**

This term I have conducted a Behaviour learning walk and Rachel and I did a “lesson drop in”. We were pleased with what was observed across all classes. Maths observations have taken place in some classes.

As described above frequent observations have taken place in reading and phonics. External validation of our approach is important.

An external EYFS consultant visited school on 16<sup>th</sup> September to review EYFS provision. Her report was very positive and it provided us with ideas about how to move the provision forward. Our big focus for the EYFS is to improve the outdoor learning space so that all areas of learning are reflected and to train staff to ensure that there are high quality child/adult interactions. She has two more visits scheduled in for this academic year.

On 15<sup>th</sup> December we are receiving a visit from our Local Authority Inspector to quality assure our progress towards the Ofsted targets.

### **3.3 Behaviour and Attitudes**

Our Behaviour Policy has been updated in line with guidance from the Department for Education. Parents/carers have been asked to comment and share their views. As yet, we have received no parental feedback. The policy has been published on our school website.

Our children have settled well into their classes and overall behaviour is good. There are a few children particularly in Year 2 who are struggling with good learning behaviours (listening, focus, concentration and independence). 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.

Attendance at school continues to be monitored each half term. I have held meetings with parents/carers about their child’s attendance if it is a cause for concern.

### **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. We have introduced floor books as a way of capturing children’s thoughts and feelings in this area of the curriculum. The children have enjoyed revisiting the learning that has taken place in PSHE by looking at the floor books.

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. Following the death of the Queen we held a special assembly to remember her (using the Paddington clip) and we lowered our school flag.

### 3.5 Leadership and Management

All Governors committees have met over this term. Key policies such as the Safeguarding Policy have been reviewed and updated in line with Keeping Children Safe in Education September 2022. A low level concern policy has been written to reflect the guidance advocated in KCSIE.

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.

### 3.6 Cultural capital/Enrichment Activities

Date	Activity	Year group
<b>Fortnightly</b>	Open the Book Visitors from St Michael’s Church.	F2-Yr2
15.9.22	Year 2 walk of the local area and Gilroy Nature Reserve	Yr2
29.9.22	Mosh Tots-live band teaching the children about different genres of music	All year groups
5.10.22	Bee You wellbeing Yoga and Mindfulness session.	F2-Yr2
11.10.22	Fun food chef	Yr2
12.10.22	Tennis Roadshow	F2-Yr2
12.10.22	Visitor- Childhood in the 1950s	Yr1
14.10.22	Infant Disco	All year groups
w/c 7.11.22	Visit from Fire Service, RNLI, Paramedic, Police	F2

## **SECTION 4            SAFEGUARDING**

### **4.1 Safeguarding**

Staff were briefed and reminded of our safeguarding policies and procedures on the Staff Development Day. Key policies such as the Safeguarding Policy have been reviewed and updated in

line with Keeping Children Safe in Education September 2022. A low level concern policy has been written to reflect the guidance advocated in KCSIE 2022.

## 4.2 Safeguarding Summary

For the period September 2022-November 2022

	Number of children	Outcome
Number of children in TAF	0	
Number of children in Child In Need	1	
Number of children subject to a Child Protection plan	1	
Number of referrals/advice from Social Care	1	
Operation Encompass Notifications	1	
Number of referrals/advice from LADO	1	
Number of allegation against staff	1	
Allegations of bullying (Peer on peer abuse)	3	
Attendance meetings held	3	

## **SECTION 5**      **HEALTH AND SAFETY**

We have been advised that the Health and Safety Executive is visiting schools to review procedures for managing asbestos. Documentation around compliance has been provided by Jim Cookson (FM Assist) and Jeanne Fairbrother (H+S Provider). Our procedures are robust.

I attended a Local Authority briefing earlier this month. The main message was about how we need to ensure that if we are using people other than the LA to manage our buildings and H+S then we need to ensure that we are following LA protocols, which we are!

We are waiting for building companies to come and assess the work needed to repair the F1 building.

## **SECTION 6**            **STAFFING**

Following Mrs Honeybourne's retirement in July, Mrs McLeod is now teaching Foundation 1. All other members of the teaching team have remained in the same year group.

Our Senior Midday Supervisor and Play Care Worker Yvonne Costello left earlier this term to begin a new job. Kim Lawton also left at the end of the summer term to work as a teaching assistant at Hilbre High School. Two new Midday Supervisors have since been appointed, Lindsay Peddie and Laura Maskill.

We have also recently appointed a new Cleaner, David Ryan and a new Play Care Worker Emma Chart-Davies.

## **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**

We supported the Poppy Appeal and poppies have been sold in the school playground.

## **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.

A reading workshop was planned for our F2 parents but unfortunately due to low numbers it had to be cancelled.

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

Julie Morris  
November 2022