



Black Horse Hill Infant School

Headteacher's Report

This report will be presented to the Governing Body on **Thursday 22nd June 2023** and refers to the period from **Wednesday 22nd March 2023- Wednesday 14th June 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 (+ 2 new pupils for June)	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)	33 children (24%) National Average in Jan 2023 was 23.8% When Ofsted came in Feb 2020 FSM % was 13% (doubled) Yr2 12/53 = 23% Yr1 12/40 = 30% F2 9/47 = 19%
Forces children	0
Universal Free School Meals (Census Day)	97.8% of children on Census Day had a school meal.
English as an Additional Language (incl. F1)	11 Russian (1), Spanish (1), Thai (1), Swahili (2), Welsh (1), Ukrainian (1), Kurdish (4) During the spring and summer terms we have had 8 new pupils joining school with EAL. The circumstances of the families mean that they may only remain at the school for a short while.
Ethnic Groups	Any other white (3), White and Black African (2), Black African (2), Any other Asian (1), White-Irish (2), White and Asian (3), Any Other Mixed (3), Any other ethnic (3)
Number of pupils with SEND	20 F2 and KS1 (14%) 0 F1 SEN pupils
Children with an Education Health Care Plan	3
Children with Individual Pupil Funding	1
Looked After Children	0
Unauthorised Absence September -June	0.81%
Overall Attendance September -June	95.01%

Spring Term Discriminatory Incidents (Gender, Racial, Homophobic, Transgender, Disability)	1
Spring Term Allegations of Bullying /Peer on Peer abuse	1

SECTION 2

2.1 Pupil Data

End of KS1 data (SATS)

Our Year 2 pupils have taken the end of year Statutory Assessments Tests (SATS). Year 2 staff will use this information and children's work/assessments collated over the year to reach a judgement about where the children are working. Teachers use the Teacher Assessment Frameworks (TAF) and exemplification materials for each of the subjects to support their decision making.

Miss Murphy and Mrs Astbury have moderated the children's work to ensure consistency across classes. I have also verified a sample of their judgements in all of the subjects assessed. Miss Murphy is also a lead Moderator for the LA and she has been visiting schools this half term to moderate their assessment decisions. Because of this we are confident that our judgements are accurate.

Although the data isn't finalised yet, early indications show that the data will not be as strong as previous years. This has been a discussion point at many of our governors' meetings. There are a high percentage of children across the year who have barriers to learning- many having multiple barriers (attendance, SEN, Listening and Concentration and behaviour. In fact fifteen (29%) out of the children from the cohort are on the 0-19 pathway for ASC or ADHD. Efforts to overcome barriers have been consistent and sustained. Examples include: morning intervention, additional phonics/reading sessions, deploying TAs across the school to deliver bespoke intervention, employing additional members of staff mid-year, class focus groups, pupil progress meeting and parental involvement. It is also worth noting that we have had seven pupils joining this year group with EAL and supporting their transition into school has increased demand on the Teacher and Teaching Assistants within the class.

Year 1

The Year 1 children have sat the Phonic Screening test. At the time of writing the threshold mark has not been released but if the pass mark remains at 32 then the number of children passing the phonic screening will have increased this year.

Foundation 2

The Foundation 2 teaching staff are currently assessing the children against the EYFS framework. The children will be awarded an emerging or expected standard.

More detailed analysis of the progress and attainment of all pupil groups will be completed once the teaching staff have completed their assessments and the data has been submitted to the Local Authority.

SECTION 3**OFSTED ACTION PLAN****3.1 Quality of Education**

Ofsted target	Summary of actions	Impact	Next steps
<p>Leaders, staff and governors should be clear, what they intend pupils to learn in each subject (from F1-Yr2) including reading/phonics so that pupils learn new knowledge in depth.</p>	<ul style="list-style-type: none"> Curriculum Policy has been updated including school pledge. One page Curriculum Intent in place. Support for SLs from SIA and from training. Subject Leader SES and action Plans in place. Subject progression documents in place for all subjects and on school website. Link Governor Roles established. Subject Policies reviewed and shared with Governors to reflect current practice. 	<p>Clear intent and vision for BHHIS Curriculum</p>	<p>Revisit Curriculum Intent September 2023.</p>
<p>Reading and Phonics</p>	<ul style="list-style-type: none"> Worked with English Hub since spring 2020. Ongoing English Hub audit and observations. Little Wandle Scheme purchased September 2022 and implemented across the school. Frequent visits from Little Wandle Consultant providing feedback and areas for development Staff training for Little Wandle has taken place. New decodable books purchased 2023 so books match the scheme. Keep Up Catch up sessions implemented New reading model implemented Lowest 20% of readers with SENDCo/Reading Leader Reading framework implemented and key texts for each year group identified. All classrooms have attractive book areas 	<p>Clear progression in phonics across the school.</p> <p>Staff using consistent language and actions across school.</p> <p>Children reading more frequently and there is a clear focus for each reading session in school.</p> <p>Staff Subject knowledge is strong (Literacy Consultant- 31.5.23)</p> <p>Standards 2022 97% of children in Year 2 passed the PSC. 85% of children are reading at the expected level in reading which is above National 75% (2019 pre-Covid)</p> <p>End of F2- 81% working at expected levels in word reading.</p>	<p>TA reading and intervention training.</p> <p>Assessment Tracker to be fully operational.</p> <p>Additional texts to stretch and challenge pupils.</p> <p>Review Home/School reading system.</p> <p>Whole school writing focus</p>

	<p>with well-resourced books- BHHIs blue print for reading areas.</p> <ul style="list-style-type: none"> Library updated with range of high quality texts Vocabulary rich curriculum Reading for pleasure promoted through curriculum. Reading raffle home reading incentive. 		
Mathematics	<ul style="list-style-type: none"> Involved with the Maths Hub for the third year Focus on developing subject leader and teacher knowledge through CPD- Staff have attended LA training tailored to their Year group. Reviewed Maths lessons- concerned about the overuse of worksheets and more about the end product than the maths learning in lessons. Ongoing Training from Maths Hub and we have looked at journaling and how this can be used to capture children's thinking Maths lead has had extensive SL training for her role- developing confidence to cascade this to staff. SIA support for Maths Leader looking at data. Involved in Embedding Mastery programme HT, SL and Teaching staff Intervention: Mastering Number programme October 2021- Rekenrek Looking at bridging gaps from Covid in KS1. All children are accessing intervention post Covid. Focus on covering the really important stuff. Using NCETM materials Focus on early mathematical development in EYFS. Lesson observations and Support for ECT in maths 	<p>New subject leader more confident to lead the subject across the school.</p> <p>Consistent approach to teaching maths.</p> <p>NCETM used to develop children's mathematical fluency.</p> <p><u>Standards 2022</u> 72% of children are working at the expected level in mathematics in Year 2 which is slightly above 2022 National average 68%</p> <p>End of F2- 95% working at expected levels in word reading.</p>	<p>SATS analysis-which questions are children not secure? How can this be addressed earlier.</p> <p>Continue to work with the Maths Hub.</p> <p>Maths observations of a leading maths teacher for Yr1 staff.</p> <p>Use EEF materials and identify research based maths intervention for those children not "keeping up" with maths learning.</p> <p>Further training for teachers and TAs.</p>

Wider Curriculum	<ul style="list-style-type: none"> • Year group Long Term plans in place which map out whole curriculum for the year. • Medium Term plans set out the knowledge, skills and vocabulary to be taught in each subject (this includes key texts). • Short term planning in place and adapted to meet the needs of SEN pupils. • Subject leaders have checked sequencing, progression and coverage against National curriculum. Subject Progression documents in place for all subjects and they are on the school website. • Planning has been reviewed and updated for Geography and Science • Assessment has been reviewed for each subject. • Focus on delivering high quality art lessons from art specialist. • Subject specific Staff meetings delivered. • Lesson observations, book reviews and pupil voice review the quality and impact of the curriculum. • Governor link role in place and Governor Lesson observations of the wider curriculum. • SIA Subject leader interviews to assess intent, implementation and impact. • Floor books introduced in PE. • Children have been on school trips to enhance their learning and develop knowledge: Year 2- Beeston Castle, Yr1- Ness Gardens, Liverpool, F2-Chester Zoo. 	<p>Planning is sequenced logically.</p>	<p>Introduce a new RE scheme of work.</p> <p>Continue to develop the Art and DT curriculum.</p> <p>Review PE provision.</p> <p>Support in place for new Geography, Art/DT leaders.</p> <p>Attend LA Training and CPD offer.</p> <p>Build in further opportunities to retrieve previous learning.</p>
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3.2. Monitoring of Teaching and Learning

There is an ongoing cycle for monitoring teaching and learning. This involves observation of lessons, review of books and pupil voice. We have also benefited this year from many external reviews of the school which include:

- School improvement Officer (Vanessa Nice) visit x2
- Support and Challenge Review of school
- Reading and Phonics Consultant x 4
- Early Years Consultant visit x4
- LA Review of School
- School Improvement Associate visits

Feedback from these professionals has been shared with governors.

3.3 Behaviour and Attitudes

Governors are aware of the challenges we have faced with our current Year 2 cohort because of the high number of children requiring behaviour, SEN, language or Social/Emotional support. We have worked hard with these children to put support in place to help them manage their needs and access the curriculum. The following measures have been put in place: consistent approach to managing behaviour, sourcing funding, therapy sessions, additional Teaching Assistants in classes, staff training from SEN schools, Reading/Phonics/Maths intervention, involvement and advice from external professionals, meetings with parents and assessments to make referrals to the 0-19 team. I am confident that we have done all that we can to support these children and prepare them as best we can for the next step of their educational journey.

3.4 Personal Development

We teach all aspects of Personal Development curriculum including: development of character, relationships, PSHE, citizenship, physical/mental health, SMSC and British Values. As previously mentioned our Jigsaw programme covers lots of the requirements. Our aim is to equip the children with the skills to make safe and informed decisions both now and in the future.

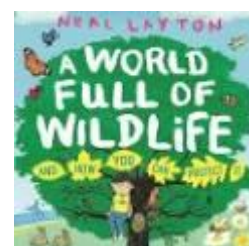
Our Relationships Policy has been updated and parents/carers have been invited to offer their views on this document.

This half term I will conduct a pupil voice review around personal development to measure the impact of our curriculum.

Our Art Exhibition in May was a great success. Not only did we raise quite a significant amount of money we also provided the children with the experience of attending an art gallery. They were so proud to see their work displayed so professionally. Thank you to Mrs Astbury who organised the event.

At the time of writing, Dan Hamm is launching our “Healthy Body, Healthy Mind” week. This year the pupils will be playing Golf to link with the Open tournament in Hoylake. Dan and Callum have received training and we were provided with free resources.

Thank you to Brooke’s husband Emeka who is coming into school to deliver an



assembly and talk about his job as a cardiologist. Although we do believe that we should promote healthy lifestyles all year around it is good to have it as a particular focus for one week. Sports Day will also be taking place during this week.

Three of our Year 2 children have taken part in an Eco project and film organised by Heswall Primary School. The film promotes an understanding of the need to protect our planet. This year our school environment project will be based on this book. Each year group will focus on a different aspect of the book. By using this text the children will learn about animals, plants, habitats and conservation. All work produced will be used to create a fantastic new display in the entrance hall.

3.5 Leadership and Management

Without exception all staff and governors in school want to provide the very best education for all our pupils. Curriculum development continues to be a priority to ensure that in all subjects the content is sequenced in a way which allows children to develop their knowledge, skills and understanding.

This year I have been very impressed with the work of our Governing Body. Together, we have reviewed key documents such as the SFVS, SEF and SIP. Ofsted targets have been revisited regularly and you have provided challenge as to how these targets are progressing. Moreover the Link Governor role has continued to develop and provide support and challenge to our subject leaders. That you set time aside to meet as a governing body really shows the commitment you have as a group to your role in making BHHIS the best it can be.

3.6 Cultural capital/Enrichment Activities

Date	Activity	Year group
Fortnightly	Open the Book Visitors from St Michael's Church.	F2-Yr2
24.3.23	RNLI assembly and opportunity to go on board the lifeboat/tractor	F1-Yr2
27.3.23	Commando Jo Team work and Resilience workshops	F2-Yr2
28.3.23	Liverpool Museum and tower trip.	Yr1
29.3.23	Rock Steady Concert	F2-Yr2
31.3.23	Easter Bonnet Parade	F1- Yr2
3.5.23 and 4.3.23	Art Exhibition in School	F1- Yr2
5.5.23	King's Coronation activities and picnic	F1- Yr2
18.5.23	Judo assembly	F2-Yr2
22.5.23	Ness gardens visit	Yr1
24.5.23	Creepy Crawly show	F1
8.6.23	Chester Zoo visit	F2

SECTION 4 **SAFEGUARDING**

4.1 Safeguarding

The Safeguarding committee met on Thursday 18th May 2023.

Corrie Brierley in her role as Safeguarding Governor has visited school this term. She has reviewed record keeping and procedures to ensure policies are followed. In addition, the Single Central Record has been checked. The electronic system CPOMS was discussed and it was decided that this would be a more efficient system for us in school and it would make monitoring for the Senior Leadership Team simpler and less time consuming. CPOMS has now been purchased.

4.2 Safeguarding Summary

For the period January 20th 2023- June 2023

	Number of children	Outcome
Number of children in TAF	0	
Number of children in Child In Need	2	<i>Some Core Groups have not taken place due to changes in Social workers for the cases.</i>
Number of children subject to a Child Protection plan	1	<i>Child protection Conference scheduled for 4.5.23 rescheduled due to change of Social Worker. This case has now been moved to CIN</i>
Number of referrals/consultations with Social Care	3	
Operation Encompass Notifications	0	
Number of referrals/advice from LADO	0	
Number of allegation against staff	0	
Incidents (Gender, Racial, Sexual, Homophobic, Transgender, Disability,)	1	<i>One possible racial incident investigated and action taken.</i>
Allegations of bullying	2	
Attendance meetings held	4	<i>Attendance has improved for all children involved in the AP meetings</i>

SECTION 5 **HEALTH AND SAFETY**

On Tuesday 17th May 2023 members of the school Safeguarding Committee conducted a site visit to review the school building and health and safety procedures in school.

A further Health and Safety audit by our service provider will take place on 20th June.

SECTION 6 **STAFFING**

The draft staffing structure has been presented to the Finance and Personnel Committee. This committee has proposed that the school appoint a Higher Level Teaching Assistant (HLTA) to support release time for our Deputy Headteacher and reduce the supply teacher budget. This has been advertised internally.

Liz Astbury our Year 2 teacher is taking a sabbatical for the academic year 2023-24. The timing of this means that because of reduced pupil numbers in Foundation 2 we will not have to make redundancies. Mr Young will move to Year 2 in September after teaching Year 1 for six years.

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
- Infant School Cluster

SECTION 8 **PARENTAL INVOLVEMENT**

Parents/carers at the school had the opportunity to express their views of the school at our parent/teacher meetings. Governors should be applauded for attending the parent/teacher meetings to gather views and for insisting on a new QR code survey!

Finally, many thanks to all our governors for your hard work this year and for your contribution to our school. I appreciate how much time and support that you give to the school in your volunteer role.

Julie Morris
June 2023