



Spinfield School

Headteacher's Report to Governors

Summer 2019

5th July 2019

FGB 17th July 2019

Spinfield School Report to Governors

SCHOOL CONTEXT

Autumn 2018

| | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------|-----|--------|--------|--------|--------|--------|--------|
| RC Miss Canwell/Miss Hussain | 30 | | | | | | |
| 1D Miss Denton | | 30 | | | | | |
| 2R Mrs Holland | | | 31 | | | | |
| 3B Mrs Broughton | | | | 31 | | | |
| 4HW Miss Hathaway | | | | | 30 | | |
| 5S Mr Smith | | | | | | 29 | |
| 6C Mrs Clarke | | | | | | | 32 |
| Number on Roll : 213 | | | | | | | |

Staffing

| | |
|---------------------|----|
| Teaching Staff | 12 |
| Teaching Assistants | 15 |
| Midday Supervisors | 3 |
| Admin/Finance | 2 |
| Site Supervisors | 1 |
| Librarian | 1 |

Section 1 - Effectiveness of Leadership and Management

Grade 1

Leadership – Jayne Spreadbury

The amazing team spirit continues to thrive at Spinfield and it continues to be a privilege to work with a dedicated, enthusiastic group of people who truly care about the children's education. It has certainly been a busy year and reflecting on this, we have continued to provide a fantastic education for our children. The introduction of Forest School has been hugely popular and I am working hard to secure this provision for the next academic year. Our new KS2 library is used daily and enjoyed by lots of children. Academic achievement is again exceptional and reflects the careful planning and delivery of education from the whole team.

It has been a year of many challenges, mainly focused around the recruitment of teaching staff. We are welcoming Jenny Kershaw to our teaching team in September and saying goodbye to Mrs Haveron-Jones and Mrs Holdsworth both valued Teaching Assistants.

Looking ahead, we will be preparing for the new Ofsted Inspection Framework and I have included a Headline Changes document produced by Bucks CC (See Appendix 1).

Finance – Jayne Spreadbury and Helen Childs

Our final financial plan for 19/20 was submitted in May with a carry forward of £32,871.00 and our June CFR has just been released and all looks good so far. We have a reduced income for SEN and this will continue to decrease next year. We are waiting for the teacher salary increase to be released in September. At this point we will revisit salary modeller to recalculate salaries as needed. We have purchased services schools packages as per last year.

We have now purchased ParentMail which has made paying for school trips etc much easier. Our school fund private accounts are being audited and hopefully should be ready for Full Governors meeting.

The Parents Association again have raised a fantastic amount of money and have paid for each year group to have a WOW day, which the children have all thoroughly enjoyed. Forest school has been hugely popular with the children and each class has had the experience. The PA work extremely hard and it is hugely appreciated as this makes school life enjoyable.

EYFS and KS1 – Beth Denton

The children in Reception class have had an exciting term. They are confident in their daily routines and they are developing their independence, ready for their move into Year One. They had their first school assembly all about mini – beasts, they all performed brilliantly and showcased what they had been learning; a wonderful way to see ‘goodbye and see you soon’ to Miss Canwell. They thoroughly enjoyed their visit to The Look Out Discovery Centre, they engaged in an interactive workshop, bug hunting session in the woods and explored five scientific and interactive zones within the centre. All pupils conducted themselves beautifully and were excellent representatives of Spinfield School. In addition to this, the fantastic Caroline Trowbridge came back again this year to give the children their Wow Day. This linked brilliantly their space topic and provided the children with an excellent opportunity to consolidate their learning.

Year One have also had a fantastic term, Caroline Trowbridge visited Year One for their Wow Day, they fully engaged with making animal masks and retelling a story with PSHE links. They also visited The Marlow Methodist Church to enhance their knowledge and understanding of Christianity and moral stories. The class enjoyed their visit to The River and Rowing Museum, where they identified wildlife on the river and they had the opportunity to explore the museum and The Wind in the Willows exhibition.

The children in Year 2 thoroughly enjoyed their visit to Mop End. They explored plants and nature to complement their Science curriculum. They have also enjoyed learning about The Great Fire of London, they even rein acted it by making their own model homes and setting them alight to see how the fire would have travelled. During the children’s Wow Day, they consolidated their maths learning through dance, this was thoroughly enjoyed by all. In addition to this, they visited a local synagogue where they were able to consolidate their learning in Religious Education about Judaism.

Key Stage 2 – Ben Smith

The summer term is always busy across the school with end of year assessments and SATs taking precedent and this year is no exception. Children in Key Stage 2 have all coped fantastically and demonstrated all of their hard work and learning this year, with Year 6 especially showing a calmness and maturity during SATs week.

Year 3 have had a particularly busy Summer Term. Firstly, the children have been learning about Ancient Civilisations and Christianity and the class visited All Saints Church about which they gave an interesting sharing assembly. They also learnt about water safety in P.E. and tried swimming in their pyjamas. Also, in P.E. the Sports Leaders from Borlase came to school to aid the children’s participation in an athletics workshop. The children will be attending a Year 7 dance performance at Borlase. Their Wow day combined

dance with maths and children had a great time. A team from the year 3 children also attended the AJD football tournament where they finished 3rd overall.

The children in Year 4 welcomed a new teacher into their class this term. Miss Hathaway joined Mrs Wright shortly into the term and the class have very much enjoyed getting to know her and made her feel very welcome. In 2020, Year 4 will be required to sit a times tables test in the Summer Term and this year's cohort have taken part in a trial test. The test itself is sat online and children have 5 seconds each to answer correctly. Thanks to their hard work and practice the children did fantastically well. The class have also been learning about rainforests in Geography and visited Kew Gardens to support their learning. Their WOW day too was a great experience where children were able to hold tropical animals from the rainforest environment. Finally, the children shared their learning this term in a whole school sharing assembly and it was wonderful to see everything they have been doing this term.

Year 5 have had a busy term and have enjoyed learning new topics. The class has begun learning about the Ancient Greeks and delivered a fantastic parent assembly. They will also be receiving Ancient Greek visitors for the day who will take them on a tour through Greek life, culture and sport. Another exciting event is the Year 5 Wow day which will be an immersive art afternoon where children will unlock their artistic and creative skills to create fantastic hands-on canvases. Along with Year 6, the Children also put on a performance for the parents to show off their ukulele learning this year. Finally, as part of Cricket Week, Year 5 took part in the Marlow Cricket Festival at Marlow Cricket Club. The children loved the day and being able to learn new skills and play fun games.

As ever, the Summer Term for Year 6 has been extremely busy with SATs, the residential trip and the Year 6 production taking centre stage. Firstly, the children began the term with complete focus on preparing for their Year 6 SATs. All the children were a credit to themselves and the school and were models of maturity and resilience. With SATs finished, the children could then look ahead to their residential trip in Kent where they would have the chance to enjoy a week together before leaving for new schools. The class also enjoyed a virtual reality WOW day where they wore headsets to journey through space. The children also gave a recorder performance to parents along with year 5 followed by a visit from residents of the local retirement home who enjoyed tea and cake with the Year 6 children. Finally, the children have been visited by local police officers to learn about Cop Cards where children play out crime scenarios and get the opportunity to solve clues.

Curriculum Leadership

English – Claire Clarke

The whole school were given a writing prompt to assess the children's writing for this final term. They were shown a picture from Pobble365 and asked to choose a style of writing to explore. Younger children were guided towards a narrative but key stage two were encouraged to be creative in their ideas. This works within the suggestions made by Stephanie Hilder to encourage children working at greater depth to 'own' their writing.

Following on from the writing assessment, teachers jointly moderated a child's piece of writing which the class teacher deemed as working at greater depth. The teachers used the Focus Education document, recommended by Stephanie Hilder to refer to, as it comprises of examples of writing of children working at this level in each year group. Teachers found the experience useful as it became a forum for discussion of the expectation for greater depth in each year group. It has been agreed that we are going to use a document similar to the Teacher Assessment Framework (currently used in years two and six) for termly

writing assessments from September 2019. It was also highlighted to teachers that they must provide challenging activities and a booster group from September 2019, targeting the children who are currently working at greater depth, and, in years three, four, five and six, cross reference these with their end of key stage one results for writing, to ensure progress is made.

This term has seen another writing moderation take place as part of the ongoing links between the Marlow Liaison Cluster group. Each year group monitored examples of writing, agreeing on expected, emerging or exceeding the expectation for that given year group. This was completed and evidenced with teachers from Spinfield coming away feeling confident that they are assessing their children appropriately. The general feedback was that the writing books we have been using give a clear indication of progress being made.

The year two and year six teachers chose to implement the new planning suggestions made by Stephanie Hilder by creating a 5 – 6 week unit of work, which was based around a theme. The teachers thought carefully about ways to incorporate many different styles of writing and focused particularly on purpose and audience. Both teachers found they were teaching with a purpose and enjoyed delivering the lessons. The children were enthusiastic as they knew *why* they were writing.

I was given the opportunity, as the year six teacher, to experience moderation of writing at the end of key stage two. Overall this was a positive experience as the process was very interactive with the moderator also being an experienced year six teacher. She encouraged me to choose a child who I was confident that they were working below, working at or working greater depth from my assessments of their writing across a range of genres. We then held a professional dialogue, examining each child's books and I was given the chance to explain my assessments. The moderator agreed with the judgement I had made about each of the children, and subsequently, 91% of the current cohort are working at expected level or greater depth. As a result of careful planning and writing opportunities given, of these children, 19% achieved greater depth.

Science - Beth Denton

Science continues to be an incredibly engaging and stimulating subject enjoyed by all pupils. During a recent pupil questionnaire, the children reported that they enjoyed the range of experiments they conduct. The children have had some fantastic opportunities to consolidate their science learning through workshops, trips and excellent quality first teaching within the classroom.

All classes have been extremely busy this term and we have run some exciting science trips and workshops. Reception went to The Look Out where they consolidated their understanding of mini beasts through a show and mini beast hunt. Year 1 have been to The River and Rowing museum where they explored the River Thames and the wildlife that lives there. Year 2 have attended Mop End and they learnt about plants to tie into their topic this term. Perform came to put on a recycling workshops for the Key Stage One pupils which linked perfectly with our Eco School status. Year 4 had their WOW day experience where they had a visit from some 4, 6 and 8 legged friends! They were able to meet tarantulas, snakes, skunks and even meercats! Urenco came back to provide a workshop for all Year 5 pupil's where they became Urenco scientists, carrying out experiments, learning about uranium enrichment and the energy process along the way. Finally, Year 6 had a science-based Wow Day where they explored space through virtual reality.

We reviewed the curriculum at the beginning of the year and this has worked well to ensure that we are not repeating any learning but ensuring that we progress throughout the year groups. We have had an excellent year in science and I hope 2019/2020 will bring even better experiences and opportunities for the children.

ICT – Rebecca Holland

All classes are continuing to use the I pads and lap tops. We will continue with current arrangements regarding I Pad lease.

Maths – Beth Denton

Maths continues to be an engaging subject at Spinfield School. At the beginning of the year, we outlined how we wanted to improve maths as a staff; our focus has been mastery with greater depth. In order to do this, we put the following procedures in place to support this. Firstly, greater depth opportunities are referenced in planning and greater depth activities are clearly displayed on blue paper. This was evident in books during monitoring recently. It was clear to see that pupils who had been identified as mastery in greater depth in their previous year group had been exposed to appropriate activities. We have also invested in mastery with greater depth books to support each year group. These have proved to be extremely beneficially and have supported teachers with their planning. In addition to this, I researched further online resources to support teacher identify those pupils working at mastery and those at greater depth with supporting resources to assess this.

Moving forward into the next academic year, we will continue to work on mastery with greater depth in mathematics and provide a stimulating and rich curriculum.

Art and DT – Sue Armstrong

- Monitoring carried out with children. Overwhelmingly positive results. Children all very happy with art/Dt lessons.
- Design and Technology completion to come up with alternatives to plastic packaging. Entries forwarded to relevant companies and Surfers Against Sewage .
- Royal Academy Children’s exhibition completion: children were invited to submit entries online. Amy Smith has had a piece selected to be exhibited in the online exhibition and Holly Richter was shortlisted (over 7000 children sent in entries so this is a real achievement).
- Mini enterprise week : children manufacturing products for sale. Completing whole business model.

French – Ben Smith

A pupil voice survey and teacher monitoring was carried this term to gain a better picture of the teaching and learning of French across the school. Overall, the feedback was positive with a majority of the children enjoying French and being proud of their work. Some of the feedback was around the children knowing how they need to improve and more consistency of lessons as French can often be overlooked to use the time for revision or assembly practice.

Teachers were also consulted about how the school supports them with resources and it was decided that KS1 will continue with the Sunderland scheme of work and KS2 will use the LCP Scheme of Work, both of which we have in school. This will ensure that topics are not repeated each year as children move up the school and more emphasis in KS2 will be placed on using and applying learning through practical role plays.

Humanities – Barbara Broughton

We have been busy throughout the school this term. Reception has been enjoying investigating castles. Year 1 are looking forward to visiting the River and Rowing Museum and Year 2 have immersed themselves in the study of ‘The Great Fire of London’ which was also the theme of their parent assembly. Year 3 has been very interested to find out about the first writing and number systems, as well as how trading took place in ancient civilisations. Year 4 visited Kew Gardens on a very rain filled day. They came back wet

and cold but thrilled with the wonderful exploration they had done in the Gardens especially in the Rainforest! Year 5 presented their parent assembly based on Greek history and Year 6 have been intrigued to investigate the different leisure activities and entertainment carried out in the 50's.

As a whole school, we have celebrated the World Cup Cricket of 2019. This included a week of activities that involved assemblies, taster cricket sessions, an out of school kick cricket tournament and class activities based on the historical and geographical significance of this tournament in the UK. Year 2 designed cricket shirts, year 3 researched the different countries playing, year 4 learned how to play French cricket and Year 5 had fun carrying out a cricket commentary. Emphasis was placed on the values of the World Cup Cricket (teamwork, dedication, creativity, joining in/having fun, resilience and respect) and how these values relate to our own life at home and at school.

Finally, monitoring activities have been carried out across the Year groups. Feedback, in books by teachers, has been shown to be consistent and positive with an emphasis on encouraging the children on how to improve. This positivity was mirrored in a pupil voice questionnaire where the children overwhelmingly stated that they 'want to do well in Humanities' and that 'their teacher explains things clearly in lessons'. The question was asked, 'What do you think is good about learning in Humanities?'. Answers included: "interesting, fun, I like the different range of topics, I like learning about things that happened in the past, I enjoy school trips and I like to learn new things so that I can answer questions when I am older".

Music – Beth Denton

We have been extremely fortunate this year as The Parent Association have invested in the services of Bucks Music Trust. The fantastic Lyn Lee has provided a carousel of ukulele, recorder and drumming for year 6, ukulele for year 5, recorder for year 4, drumming for year 3 and general music lessons for a term to each key stage one class exposing them to a music specialist and Mrs Lee's expertise for singing assemblies. These have been extremely successful and the children have learnt many skills that they showcased fantastically in their parent music assemblies. We are extremely fortunate that these will continue in the next academic year, continuing to provide quality first music teaching to all pupils.

We also enjoyed another successful music competition this term and the auditions reflected the varied music opportunities provided at school. We were blown away with the talent and dedication the pupil's demonstrated both during the audition process and in the competition. We look forward to next year's competition and seeing more pupils apply their learnt skills in their music lessons.

PE and Sport Premium – Ben Smith

With the weather being warmer, children have been enjoying being active outdoors this term. The school has been very busy with new clubs and initiatives to celebrate sport and P.E.

Children filled out a pupil voice questionnaire and feedback was very positive about P.E., its teaching, resources and sporting opportunities. The main takeaway was to give children more choice in their activity akin to efforts across the curriculum to allow children to self-differentiate. Children were happy with clubs, equipment (both for P.E. and at playtime), lessons and teaching.

The Daily Mile has continued across the school with classes taking 5 minutes a day to run around the field or playground and be active. Teachers report this calms the children removing excess energy, and, along with Mind Up, helps the children to learn.

Spinfield has been in the midst of Cricket World Cup fever this term. Children were welcomed back after the half term break to a Cricket engagement week with every class learning something about the sport or its playing nations: Children in Year 1 played French cricket; Year 2 designed new shirts while those in Year

3 researched the playing grounds and Year 5 wrote commentaries for famous cricket matches. Additionally, classes from Year 2 to 6 received 2 sessions of professional cricket coaching at school. Finally, Year 5 attended a cricket festival held at Marlow Cricket club where they practised skills and played games. New cricket equipment is available for children at break and lunchtimes and children are noticeably engaged and inspired to play amongst themselves and are taking extra interest in the World Cup!

At the end of the year, in the spirit of mindfulness and fun, we have two whole school experience days planned: Yoga and Zumba. All classes will take part in a session and all paid for by Sports Premium.

Clubs have continued with lots of interest. Athletics club has grown to over 40 members and Triathlon club to over 15. Adam Davis Sports has started a new KS1 before school multi-skills club as well as the after-school club on Tuesdays. Dance, Kickboxing, Yoga and Tennis are also continuing and well subscribed.

AJD football fixtures have continued with Year 3 and 2 taking part this term. Also, Athletics club is preparing for the Marlow Liaison Games held at Foxes Piece on 4th July. Finally, plans are well underway for this year's Sports Day with the field freshly marked and children ready to compete and have fun! It was a great morning with a balance between healthy competition and great support.

Please see Appendix 2 for Sports Premium funding.

PSHE –Jayne Spreadbury

We continue to address any issues that arise with children as well as delivering our PSHE curriculum. Claire Farrell is currently delivering a transition programme for the year 6 children.

RE – Vanessa Wright

Since the last report, I have carried out a work scrutiny. I have looked at R.E. books across the school and talked to a selection of children from different classes. It was pleasing to see that there was evidence of the long-term plan for R.E. in action throughout the school and that the majority of children enjoyed learning about different beliefs and cultures. The children particularly enjoyed looking at artefacts and having them on display in the classrooms. As a result, I will be looking at the resources we have to assess any gaps that need filling or replacements needed.

Keith Spence (Governor for R.E.) came in to see R.E. being taught to year 4 and took part in the visits to All Saints Church Marlow and Maidenhead Synagogue. I thank him for the extra help given for these trips. Unfortunately, year 4 was unable to visit St Peter's Church this year as Fr Michael was undergoing surgery at the time.

School Council – Claire Clarke

School council have been working hard on their articles for the summer edition of their magazine, Superspin. They have researched articles and written recounts of a variety of trips.

They are currently planning a Den Day for the school. This will involve each class teacher planning a series of activities based around the theme of dens.

The school council hopes to work alongside the PA to plan out a float for this year's Carnival – to be held in September 2019.

Modern Britain and the promotion of Equality; Global Citizenship report – Sue Armstrong

Global Citizenship

- Competition to come up with alternative packaging to plastic. Entries sent to Walkers Crisps and sandwich wrapping company also shared with Waitrose and Surfers Against Sewage. SAS are displaying children's work on their website (no images of children involved).

- Signed up for Plastic Fantastic initiative in partnership with Terracycle. We will collect hard to recycle plastics which will be collected by Terracycle company and used to make garden furniture, benches, school playground equipment etc.
- Bring and buy toy sale in aid of Marlow Refugee centre to take place last week of July.
- Marlow town council rep. came to film Global Citizens for “I Love Marlow” campaign. Film to be shown widely as part of a larger package of activities etc by Marlow Town Council.
- School in Rawalpindi awaiting their ISA decision (we helped them by collaborating on their activities). They are keen to maintain partnership.
- Mr Bhat Headmaster of school in Nepal undertaking plastic reduction projects in his school in partnership with our initiatives.
- Mrs Asif in Rawalpindi (Pakistan’s International School Award assessor – Mrs Asif visited Spinfield in 2014) discussed possibility of visit from Head of British Council UK Schools to our school- watch this space!

Community links – Jayne Spreadbury

The year 6 children have enjoyed working on their “Community Cop Cards” scheme again this year and have found it a rewarding project to take part in. We were delighted to welcome the head of music at SWBGS, Marion Robertson (ex-deputy head) and Eileen Shaw (music governor) to judge our inter-house music competition. Residents from the Sir Aubrey Ward Residential home were also invited to join us to enjoy the performances. . The year 6 children baked some delicious cakes and served them along with a cup of tea for the residents! The sense of community and respect was very evident. Our wonderful PA organised a fantastic summer fair and the annual camp night takes place on Saturday 6th July. Our choir, Harmonise, continue to perform and did so at the Love Marlow Regatta and at the Pugin rooms for the Bucks Vision Blind Club.

Engaging with parents and carers – Jayne Spreadbury

Annual reports will be sent home on 12.07.19. We will also hold our annual “Thank You” tea to recognise all of the help volunteers have given to the school over the year.

Section 2 - Quality of teaching learning and assessment

Grade 1

Monitoring – Jayne Spreadbury

Assessment data will be analysed to produce end of year statistics. This will be used to inform planning of intervention groups, individual support and challenge.

Performance Management – Rebecca Holland

Learning walks and pupil questionnaires have taken place with the focus being on curriculum subjects. All Curriculum leaders took part in this. Children have completed summer term assessments and the final collation of these will be reported to parents at the end of term and will be assessed against the targets for performance management in the Autumn term.

All teaching staff have completed interim reviews.

Pupil Premium – Vicky Canwell- (MAT leave, written by Jayne Spreadbury)

Data will be analysed to assess the progress of this learner group. I have secured provision in the autumn term with Claire Farrell who will continue to support our Pupil Premium children.

Section 3 - Personal Development and Welfare

Grade 1

Safeguarding – Rebecca Holland

There have been no referrals to social care this term.

Rebecca Holland has attended DSL refresher training and Jayne Spreadbury has attended safer recruitment training.

We have continued to run safeguarding courses for parents this term.

We will ensure that all transfer documents for the current year 6 include any relevant safeguarding paperwork are transferred to the DSL in the next school in September.

George Uden and the SLT met. The SCR was checked and safeguarding procedures were discussed and audited. George also carried out pupil interviews regarding safeguarding. The annual safeguarding report to governors will be completed by the end of term in readiness to be forwarded to BCC by October half term. This will be presented at Autumn FGB.

Behaviour – Jayne Spreadbury

It is always pleasing to observe the kind and respectful nature of children at Spinfield. Their primary desire is to support and nurture their peers which is always heartening to see. Behaviour continues to remain outstanding and there have been very few instances of children having to use time during playtimes to reflect on in appropriate behaviour.

Attendance

HALF-TERMLY ATTENDANCE 2018/2019

| | AUTUMN 2018 | AUTUMN 2018 | SPRING 2019 | SPRING 2019 | SUMMER 2019 | SUMMER 2019 | |
|------------------|-------------|-------------|-------------|-------------|-------------|-------------|---------|
| | 1st Half | 2nd Half | 1st Half | 2nd Half | 1st Half | 2nd Half | OVERALL |
| RECEPTION | 96.50% | 96.30% | 92.50% | 94.80% | 92.80% | | 94.58% |
| YEAR 1 | 96.90% | 97.10% | 90.10% | 97.30% | 96.80% | | 95.64% |
| YEAR 2 | 98.70% | 97.20% | 95.80% | 97.90% | 99.30% | | 97.78% |
| YEAR 3 | 98.90% | 96.00% | 91.20% | 97.70% | 97.50% | | 96.26% |
| YEAR 4 | 98.70% | 97.50% | 95.40% | 96.90% | 98.80% | | 97.46% |
| YEAR 5 | 98.40% | 96.10% | 93.90% | 96.50% | 93.50% | | 95.68% |
| YEAR 6 | 98.30% | 97.70% | 93.50% | 97.30% | 98.70% | | 97.10% |

| | | | | | | | |
|----------------|---------------|---------------|---------------|---------------|---------------|--------------|---------------|
| OVERALL | 98.06% | 96.84% | 93.20% | 96.91% | 96.77% | 0.00% | 96.36% |
|----------------|---------------|---------------|---------------|---------------|---------------|--------------|---------------|

Section 4 - Outcomes for children

Grade 1

Assessment – Vicky Canwell

Special Educational Needs – Beth Denton

25 pupils are on the SEN Register, 11.8% of the school population. 16% of SEN pupils are also identified as Pupil Premium.

SEN Support

20 pupils, 80% of the SEN Register, are classed as SEN Support. 80% are boys and 20% are girls.

| | |
|---------|---|
| Year 1: | 2 |
| Year 2: | 2 |
| Year 3: | 2 |
| Year 4: | 3 |
| Year 5: | 7 |
| Year 6: | 4 |

Education & Health Care Plans (EHCP)

5 pupils, 20% of the SEN Register, have EHCPs. 20% are boys and 80% are girls.

| | |
|---------|---|
| Year 1: | 1 |
| Year 5: | 3 |
| Year 6: | 1 |

All pupils who have hours stated on their EHCPs are fully supported by 1:1 TAs.

Children on the SEN register have made good progress this year and this is thanks to all of the efforts of the teaching and support staff working so well together to ensure the best support is provided. Parents of children with EHCPs are offered a weekly meeting with the relevant teaching assistant to ensure that communication is excellent between both parties.

External agencies have continued to visit our pupils; Speech and Language, Specialist Teachers and the Cognition and Learning Team.

Intervention Groups – Beth Denton

Interventions have been provided to children identified as working towards age related expectations during assessment week. These interventions have been monitored half-termly, assessed by the SENDCo and have been linked to Target Tracker targets.

Monitoring of SEN in classes has confirmed that all class teachers and TAs know their children's SEN needs well and focus interventions accordingly. Class SEN files are kept up to date and contain all necessary information.

Moving into the next academic year we will be focusing on research-based interventions. Children identified as working towards age related expectation will be provided with intervention programs that will track and monitor their progress. Our aim is to ensure that interventions continue to have an impact on their attainment and to help pupils make accelerated progress in areas where they have been highlighted as working towards.

Health and Safety- Jayne Spreadbury

The only issue to report is the ongoing mal-function of the gates. This has taken time to resolve as the company who had initially installed the gates have been taken over. We have also experienced numerous visits from engineers which have not resolved problems so have negotiated a discounted rate to carry out further works. We have been assured that this will fix the problem and all parts and labour are guaranteed for 12 months. Works on the trees have been delayed as Heritage Trees had to receive permission to carry them out as the trees have TPOs. In the summer holidays, contractors from Bucks CC will be replacing electrical boards and the playground will be resurfaced. Keith Spence is scheduled to carry out an inspection on Friday 12th July and he will be joined by Brian Bowe and Steve Eltringham.

School Trips and Events

Y3 Swimming – all term
Y3 All Saints Church
Y2 Forest School
Y4 Forest School
Y4 mixed football @ Cressex
Y3 Athletics @ SWBGS
Interhouse X Country
Y2 WOW Day
Y3 WOW Day
Reception Parent Assembly
Y6 WOW Day
Cricket Activity Week
Y5 Kwik Cricket event @ Marlow Cricket Club
Y4 Tennis @ SWBGS
Y4 Kew Gardens
Y5 Science Workshop
Y5 Mixed football @ Cressex
High Wycombe Music Centre – Music workshops with Year 4&5
Interhouse music
Y2 Synagogue
Y6 Kingswood Residential
Y2 mixed football @ Cressex
Enterprise Week – Rec – Y5
Y4 Wow Day
Reception to The Lookout
Y1 WOW Day
Reception WOW Day
Harmonise to Pugin Rooms
Whole School Yoga Day
Y5 Parent Assembly
Y1 River & Rowing Museum
Y2 Mop End
New Reception Induction Afternoon
Well Done Tea
Sports Day
Y1 Marlow Methodist Church
Y5 WOW Day
Y5 visit to Governor house – Garden Party

Y5 Forest School
Y6 Production
Y1 Yoga @ SWBGS
Y3 Dance @ SWBGS
Music Workshops with Stuart & Mark Bonner
Zumba Day
One Can Trust
Y6 Leavers Meal
Y6 Leavers Assembly

Appendix 1 Information from Bucks CC

The New Ofsted Framework: Headline Changes

The Length and Timing of Inspections

All inspections will be preceded by a 90-minute call with the lead inspector on the day before the inspection. This might be a single call or two calls with time between for leaders to prepare and reflect. The discussion will focus on i) a reflective, educationally focused conversation about the school's progress since the last inspection and ii) a shorter inspection planning conversation.

S8 for schools with fewer than 150 children - 1 day

S8 for schools with more than 150 children - 2 days

S5 - 2 days for all schools

The Judgement Categories

The judgement categories have been completely revised and will now cover: Quality of Education , Behaviour and Attitudes, Personal Development, Leadership and Management;

| Old Framework | New Framework |
|---|---|
| Overall Effectiveness | Overall Effectiveness |
| Teaching, Learning and Assessment | Quality of Education: <ul style="list-style-type: none">• Teaching and learning• Curriculum• outcomes |
| Outcomes | |
| Personal Development, Behaviour and welfare | Behaviour and Attitudes |
| | , Personal Development |
| Leadership and Management | Leadership and management |

Ofsted slides have presented these as follows, reflecting the importance of the new Quality of Education judgement.

| | |
|----------------------|---------------------------|
| Quality of Education | Behaviour and Attitudes |
| | Personal Development |
| | Leadership and management |

Looking at Data:

Inspectors will look at the IDSR and other published data before the inspection. This will not determine outcomes but will provide a context for the inspection.

Inspectors will look to understand the way the school uses internal pupil data and how this is used to inform the school's planning and self-evaluation but will not look at the data itself

Grading:

The Ofsted grades following a S5 will stay the same: outstanding, good, requires improvement or inadequate. A S8 will judge if a school remains good. If the inspectors feel the school may be close to outstanding or not securely good they can make the next inspection a S5 so judgements can be changed. This will take generally take place after 12 months and before 24 months.

Other Themes:

- reducing workload for teachers,
- good character and resilience among pupils,
- tackling off-rolling
- a broad, well-balanced knowledge-rich curriculum

A Period of Transition

Ofsted are proposing to "phase in" part of the new framework which looks at the "intent" of schools' curriculums. This follows concerns that schools may want to review their curriculums in response to the new framework, but may not have time to do so before September.

Ofsted said during this transitional period, the judgment "will not be negatively affected if it is clear to an inspector that leaders have a plan for updating the curriculum and are taking genuine action to do so".

In addition:

Schools can, while stressing confidentiality prior to publication, now share the outcome of an inspection with all staff following the final feedback meeting.

The Key areas:

Please note these are headlines and not intended as a replacement for a close reading of the new framework.

In looking at the curriculum inspectors will follow a three level methodology:

Top-level view: inspectors and leaders start with a top-level view of the school's curriculum, exploring what is on offer, to whom and when, leaders' understanding of curriculum intent and sequencing, and *why these choices were made*.

Deep dive: *A key mantra used by inspectors is 'let's see that in action together'.*

A 'deep dive', involves gathering evidence on the curriculum intent, implementation and impact over a *sample of subjects, topics or aspects*. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education.

Bringing it together: inspectors will bring the evidence together to widen coverage and to test whether any issues identified during the deep dives are systemic. This will usually lead to school leaders bringing forward further evidence and inspectors gathering additional evidence.

Headlines for the new areas of judgement

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| <p>Quality of Education:</p> <p>Inspection will look at whether a school is offering a well thought-out, knowledge-led curriculum.</p> <p>They will consider whether the curriculum also promotes mastery of skills, whilst allowing pupils wider opportunities.</p> <p>They will consider a range of evidence including work scrutiny, discussion with middle and curriculum leaders and pupils.</p> <p>They will undertake a “deep dive” in specified areas of the curriculum across the school rather than looking at all aspects of the curriculum.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800941/Inspecting_the_curriculum.pdf</p> | <p>Intent:</p> <p>The Curriculum: is the focus is on the curriculum and the aspirations schools have for their learners.</p> <ul style="list-style-type: none"> • Is it broad and balanced? • Does it provide a wide range of subjects? • Is it coherent and well sequenced, with knowledge, skills and cultural capital* all playing a part in this? • Does it provide an appropriate and wide range of subjects at all key stages? • Does strong subject knowledge underpin effective delivery? <p><i>*cultural capital : ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’</i></p> |
| | <p>Implementation:</p> <p>How do teachers and other teaching staff do their job and how do senior, middle and subject leaders support them, particularly regarding</p> <ul style="list-style-type: none"> • subject knowledge, • presentation of material, • assessment, • feedback, • responsive teaching • recall of material. <p>Reading has a central importance in the new framework. Inspectors will look at whether “ <i>a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading.</i> “</p> |
| | <p>Impact:</p> <p>How well ‘learners <i>develop detailed knowledge and skills across the curriculum and, as a result, achieve well.</i>’</p> <p>Inspectors will not only look at academic success: the framework acknowledges that there are more ways of defining success.</p> <p>Inspectors will:</p> <ul style="list-style-type: none"> • Look at first-hand evidence of how pupils are doing, interviews (including discussions with pupils) • Carry out observations and learning walks • Carry out work scrutinies and document review • Consider nationally published information about destinations • listening to a range of pupils read in primary schools <p>Inspectors will not be using schools’ internal assessment data as evidence and will only look at nationally generated performance</p> |

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| <p>Behaviour and Attitudes</p> <p>Inspectors will hold discussions with pupils (from a range of different backgrounds and who have different experiences of the school's approach to behaviour) and individual interviews with staff (particularly trainees, supply staff, NQTs, administrative support staff and catering staff). They will also use information from pupil and staff surveys and observations.</p> | <p>data such as that which is available in the IDSR.</p> <p>The judgement focuses on the factors give pupils the greatest possible opportunity to achieve positive outcomes.</p> <p>Routines and expectations: A calm and orderly environment in the school and the classroom which enables pupils to learn. The setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.</p> <p>Attendance A strong focus on attendance and punctuality so that disruption is minimised.</p> <p>The Application of Policies Clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.</p> <p>Pupils' Attitudes Pupils' motivation and positive attitudes to learning as important predictors of attainment.</p> <p>The school culture A positive and respectful school culture in which staff know and care about pupils. An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur.</p> |
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| <p>Personal Development:</p> <p>To make judgements in the personal development category, inspectors will look at:</p> <ul style="list-style-type: none"> • the range, quality and take-up of extra-curricular activities, • the promotion of British Values, • the development of pupils' character, • the quality of debate | <p>Personal development will focus on how the learners time in the school has given them a full preparation for the next stage in the education and for life.</p> <p>The inspectors will look at character - Resilience, confidence and independence - and the importance of learners' discovery of their interests and talents.</p> <p>They will continue to look at British values (democracy; the rule of law; individual liberty; and the mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) and at how learners keep themselves mentally and physically healthy.</p> |
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| <p>and discussions that pupils have</p> <ul style="list-style-type: none"> • pupils' understanding of how equality and diversity are promoted and celebrated. | <p>The revised descriptors reflect the importance of high-quality pastoral support.</p> |
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| <p>Leadership And Management</p> <p>Leaders will be judged largely in the same way as they were under the previous framework.</p> | <p>Inspectors will make decisions about whether or not leaders have:</p> <ul style="list-style-type: none"> • An ambitious and inclusive vision; • A concern for the continuing professional development of staff, with a focus on training rather than on performance management; • Ensured there is no cheating including off rolling and gaming; • Engaged with their community, particularly learners and staff; • Acted in order to protect staff • Ensured high levels of safeguarding. <p>Governance will also come under review during inspections, as previously.</p> |
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Appendix 2 Sports Premium Spending 2018 – 2019 (to date)

| A | B | C | D | E | F |
|--------------------------------------|--|---|-----------|----------|------------|
| Type of expenditure | Description | Sports Premium Target | Unit cost | Quantity | Total cost |
| Yoga Day | Mindfulness and healthy wellbeing day for whole school | broader experience of a range of sports and activities offered to all pupils | £250 | 1 | £250 |
| Zumba Day | Whol school experience day | broader experience of a range of sports and activities offered to all pupils | £250 | 1 | £250 |
| Standard Boot Wiper | Outdoor muddy boot and shoe brush | broader experience of a range of sports and activities offered to all pupils | £115 | 2 | £230 |
| Mile a Day support | Launch and implementation plus resources for Mile a Day whole school initiative | | £150 | 1 | £150 |
| TLR | PE Coordinator resourcing | provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively | £1,000 | 1 | £1,000 |
| AJD Football Coaching | Football coaching from Y1 to Y6 (1 term per class) | hire qualified sports coaches to work with teachers to enhance or extend current opportunities | £1,260 | 1 | £1,260 |
| Cross Country fixture teaching cover | Class cover for out of school sporting fixtures | Increased participation in competitive sport | £90 | 5 | £450 |
| Football fixture teaching cover | Class cover for out of school sporting fixtures | Increased participation in competitive sport | £90 | 6 | £540 |
| Opposquads Army skills day | Whole school team-building day | broader experience of a range of sports and activities offered to all pupils | £1,000 | 1 | £1,000 |
| P.E. and playground resources | Sportsday equipment: bean bags, hurdles, egg and spoon, tug of war, bunting | broader experience of a range of sports and activities offered to all pupils | £145 | 1 | £145 |
| P.E. and playground resources | Balls, extra team kit, frisbees, KS1 and EYFS equipment, athletics field equipment | broader experience of a range of sports and activities offered to all pupils | £452 | 1 | £452 |
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