

FGB

26.04.23

Safeguarding

Jasmine Wark, Safeguarding Governor, completed a safeguarding visit to the school (20.03.23). Jasmine looked at the Single Central Register and training log for staff across the school.

She also looked at anonymised child protection materials. Her feedback concluded she felt that the arrangements were robust and the school are meeting the statutory requirements in regard to safeguarding practices.

There were a couple of suggested enhancements around the DSL meeting records- one to check the 'challenge' elements of our practice is clearly documented, and also to minute recorded actions on a central log, to enhance the detailed record keeping already in place.

Attendance

ATTENDANCE- 2022

ALL: School- 93.2% (National 93.7% for primary schools)

Persistent absenteeism (PA): 18% (NAT 18.5%)

Exclusions: 4 pupils total of 8 days (24 days in 2021-22); Y6 B (3.0 days); Y6 B (2.5 days); Y5 B (1.5 days). 1.3% of school population has been excluded NAT 2020: 1.4%

SEF and planned actions

SEF

Curriculum

- 85%+ of pupils make at least good progress. In some year groups it is 100% or near to.
- PP and SEND pupils do extremely well- even in Year 6 Reading where overall attainment is much lower compared to NAT.
- **Reception and Year 2 children** did extremely well in 2022; and overall attainment in R/M/W is roughly 70%+ (which is near pre-Covid levels).
- From deep dives, it is clear that Leaders feel that there are strengths in **cross-curricular links, community links and enrichment opportunities.**

Actions

- Introduce **Curriculum and Assessment Leads** to ensure there is consistency across the school; **monitoring** can be more focused from this.
- Provide **training to staff** to improve the curriculum provision (eg Computing, Art + DT).
- **PPMs/teacher reviews** undertaken to identify small step provisions.

SEF

Behaviour

- GB (and LA) view 'excellent' behaviour in classes and around school.
- Exclusions are well below last year's figures (down 1/3 on 2022).
- Parent and pupil surveys show that pupils and parents view behaviour in school positively; LA report (March 2023) backs this view.
- Improved opportunities at break/lunch time through **playground development projects.**
- Attendance is roughly in line with NAT; PA % below NAT.
- **Safer online training** has been offered to parents and pupils.

Actions

- Continue **monitoring attendance** of key families.
- Complete pupil surveys with **FS/KS1 pupils.**
- To **analyse this further survey data** and implement any further changes to support improvement.

SEF

Personal development

- Playground leaders and other pupil leadership opportunities have a positive impact (eg lunchtime football clubs Y5/6; Mini-police).
- A large variety of enrichment opportunities (eg Pete the poet, Mini-police, author/library service, Crimestoppers performance at the Brewhouse, Road Safety awareness).
- **Parent and pupil surveys** show there are positive attitudes to learning.
- Visitors have noted pupils are **positive and friendly** (GB/LA visits).
- Monitoring shows pupils are engaged in learning well (GB/LA).
- **Safer practices** are a regular agenda meeting item; 175 audit complete.

Actions

- Develop the role and remit of the **school council**.
- Arrange a visit by the **NSPCC** again (2023).
- To continue to develop and improve **whole school focus weeks** (Book/STEM/Health/Mental Health/Global/Arts)

SEF

Leadership

- Focus subject groups have improved the curriculum provision offer.
- Strong leadership is evident at middle and senior levels (LA, March 23)
- **Parental communication has improved** since our last Ofsted.
- There is a range of effective staff development support (eg NVQSL, Pathway programme from LSS, in-house training, external consultants).
- There is regular monitoring led by GB (LW, book scrutiny, GB Leads).
- **GB offer support and challenge** (GB minutes).

Actions

- **Appoint of new leads**- Curriculum, Assessment, Inclusion, English, Maths)
- Curriculum/Assessment Leads to develop **systematic assessment practices**.
- To moderate work across the **curriculum more formally**.
- **Provide further training** to staff, pupils and parents- eg computing.
- GB to offer support/challenge and refine the **monitoring undertaken**.

SEF

EYFS

- **Well organised and planned** curriculum in EYFS.
- Read, Write Inc is delivered very effectively.
- **Assessments** are used effectively to improve the provision arrangements in the setting (Tapestry being well-thought of by parents).
- The proportion of pupils identified as meeting 'Good level of development' matches the NAT (71%).
- FS leads have worked hard to ensure leaders across the school understand the **transition from Reception to KS1 provision** expectation.

Actions

- Developing **motor skills competency and gaps in speech and language** in nursery/reception children and beyond.
- Developing greater understanding of all staff in the EYFS, around **the whole curriculum**- including what happens beyond the FS setting.

Pre-Ofsted check report

Overall positives

- All areas from the Ofsted report have been **met in full**.
- **Communication** with parents around behaviour, is now much more effective.
- Exclusions/suspensions have **reduced**.
- **Learning behaviours** are 'excellent'.
- Leaders are 'pro-active' undertaking **deep dives for all subject areas**.
- **Task groups** have supported curriculum development and there is confidence in the delivery of a number of subjects.
- **READING** analysis shows that **PP achieve well** and there was 'no gap' for **PP children**; phonics supports these (and all pupils) in developing secure reading practices. Leaders **assess regularly (every half term)**.
- **Reading opportunities** support these good practices- eg visitors, colour-coded reading scheme, Guided Reading.
- GB regularly support **monitoring 'regularly'**; GB use **external support** (Steve Johns).

Overall positives

- CoG identified some approaches taken by leaders to improve reading.
- MATHS leads have embedded reasoning systematically- there is a balance between fluency and reasoning.
- Pupils spoke confidently about their calculations.
- **Manipulatives** (resources) were used well (from LW observations).
- Standards in maths are secure- across the age-groups.
- WRITING lead has focused on improving **writing standards in all subjects.**
- SAFEGUARDING leads are confident of the robust systems in place.
- **Somerset Wellbeing toolkit** has been developed across the school.
- SCR is checked regularly; staff and governors have training on annual basis.
- Attendance tracking is 'robust' and broadly in line with NAT.
- Risk assessments are undertaken by the school for Alternative provisions.
- **LEARNING WALK** showed EYFS provision supported independent learning.
- High quality writing was evident; most books well-presented with clear learning approach.

Overall positives

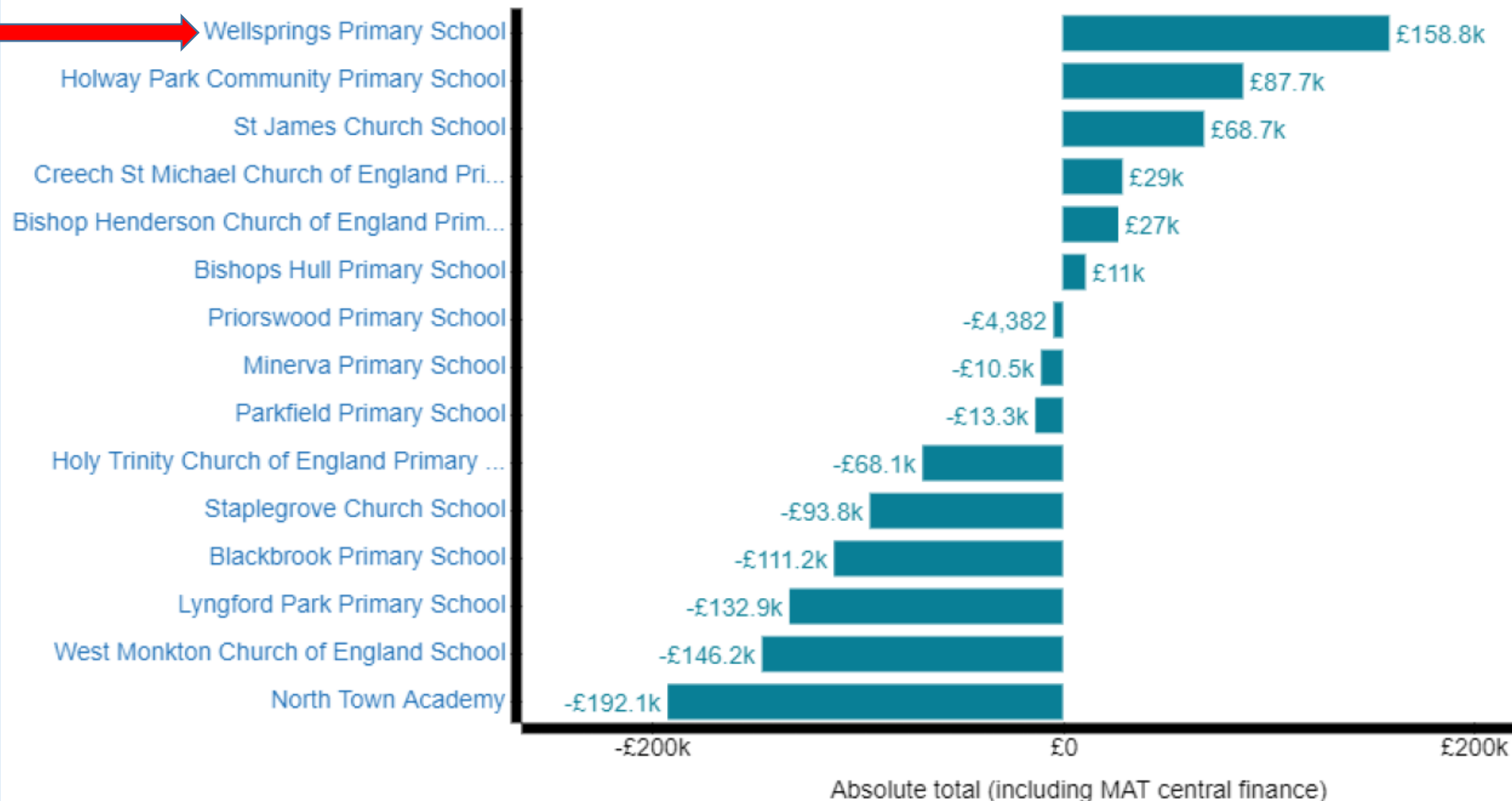
- **Most learning environments** are engaging/well-organised.
- Pupils spoke confidently about Science.
- Bullying was not identified as a concern by pupils.
- Pupils spoke clearly about how they keep safe.
- 'Adults treat us all equally and with respect'.
- SCIENCE Lead was '**knowledgeable and passionate**'; there is a carefully considered Science curriculum. There is evidence of a breadth of Science skills in the books.
- The floor books evidence engagement for all pupils (including SEND).
- **Science Ambassadors** offer peer teaching to support staff Science knowledge.
- There is 'strong cross-curricular' writing in Science.
- **Transition from EYFS to KS1 has been supported by leaders** in working scientifically.

	Actions resulting from this visit	Responsibility	Timescale
1	<ul style="list-style-type: none"> Ensure the quality of the curriculum is reflected on the school website. Include detailed plans of knowledge to be taught in all subjects are in place and on the website via a clearly accessible curriculum page. Ensure teachers are explicit about which subject is being taught. Agree an appropriate recording of assessment of pupils' prior knowledge before next planned teaching sequence. (And the key agreed essential knowledge ('sticky knowledge' you have prioritised for pupils in your school)) Ensure worksheets are being used appropriately to scaffold learning, appropriate to year group. Consider agreed expectations of the learning environment to ensure consistency. Ensure pupils know and understand British Values. 	<p>Leadership team Subject Leads</p>	<p>All subject areas must have a map of the knowledge content across the school. These will inform the learning sequence taught and provide a framework for teachers to pre-assess and post-assess against each unit of learning. Key learning content needs to be identified in this overview ('sticky' knowledge).</p> <p>There should be a set list of subject books in each key stage- subject content must be identified for every piece of work in 'sharing' a subject (eg Topic).</p> <p>Monitoring of all subjects will be undertaken by Subject Leads, with SLT. This will take place every half term on subject cycle. Governors will be invited to support this cycle.</p> <p>Learning Environments will need to be more consistently monitored- a set list of key expectations will be updated.</p> <p>British Values/Safeguarding routines will be prioritised in assemblies and as part of the curriculum content.</p>
2	<ul style="list-style-type: none"> Ensure leaders and teachers are confident in articulating how safeguarding is explicitly taught throughout the curriculum and in which subjects and year groups. Ensure pupils understand the term 'safeguarding.' Implement the SSE checklist (or similar) for recruitment and include staff induction process in record keeping. 	<p>Safeguarding Leads Supported by School Administrator and Safeguarding Governor</p>	<p>British Values/Safeguarding routines will be prioritised in assemblies and as part of the curriculum content.</p> <p>SSE checklist is to be used to support existing record keeping.</p>
3	<ul style="list-style-type: none"> Establish a formal cycle of governor monitoring, linked to the SDP/RAP and ensuring appropriate oversight of PP spending and safeguarding. Embed regular pupil interviews as part of leaders' and governors' monitoring. 	<p>Chair/ Headteacher</p>	<p>September 2023</p> <p>A representative from each Sub-committee should be present to meet visiting SIP/Inspectors to present the even amount of information from each SC group.</p> <p>Subject Leads (including SEND, PP and Curriculum/Assessment Leads) will present directly to the GB annually.</p> <p>Informal interviews to be undertaken with children by Leads, SLT and GB.</p>

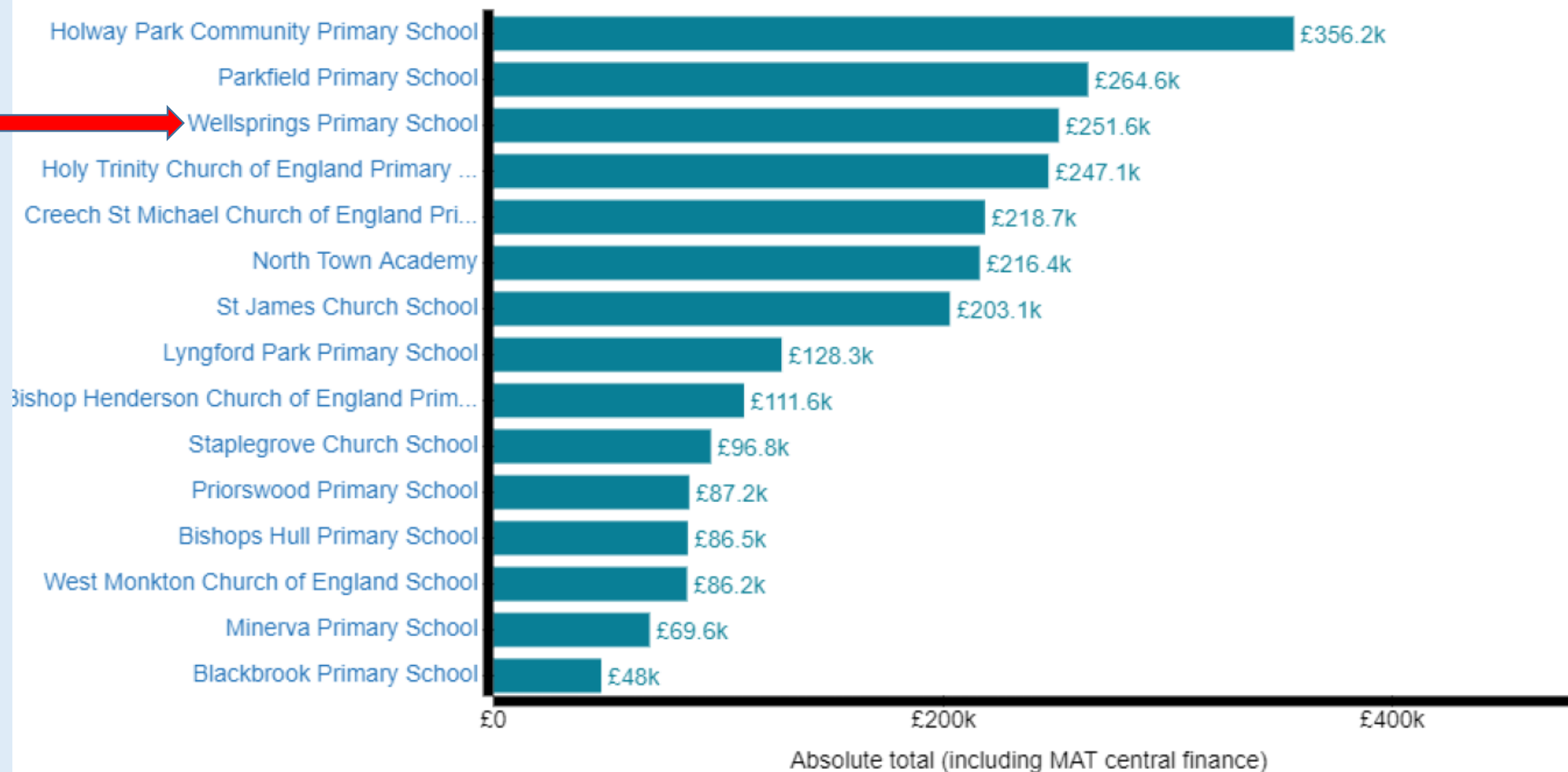
Finance

<https://schools-financial-benchmarking.service.gov.uk/BenchmarkCharts/GenerateFromSavedBasket?urns=123710-137126-144985-139324-123714-146747-123852-123739-146704-123700-143143-141159-148001-146676-123793-144437-123679-139717-144984-139338-123695-135830>

In-year balance

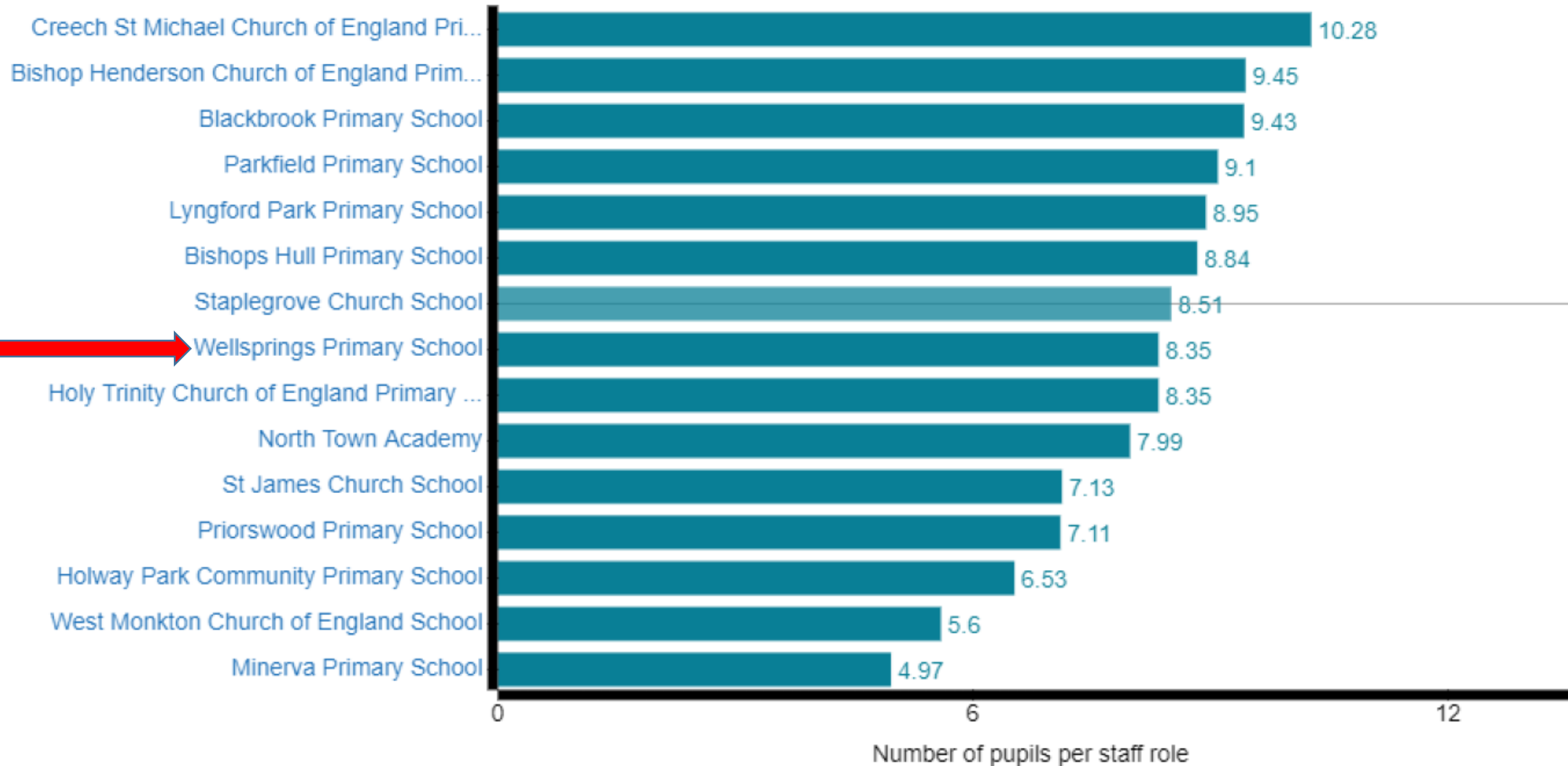


Revenue reserve

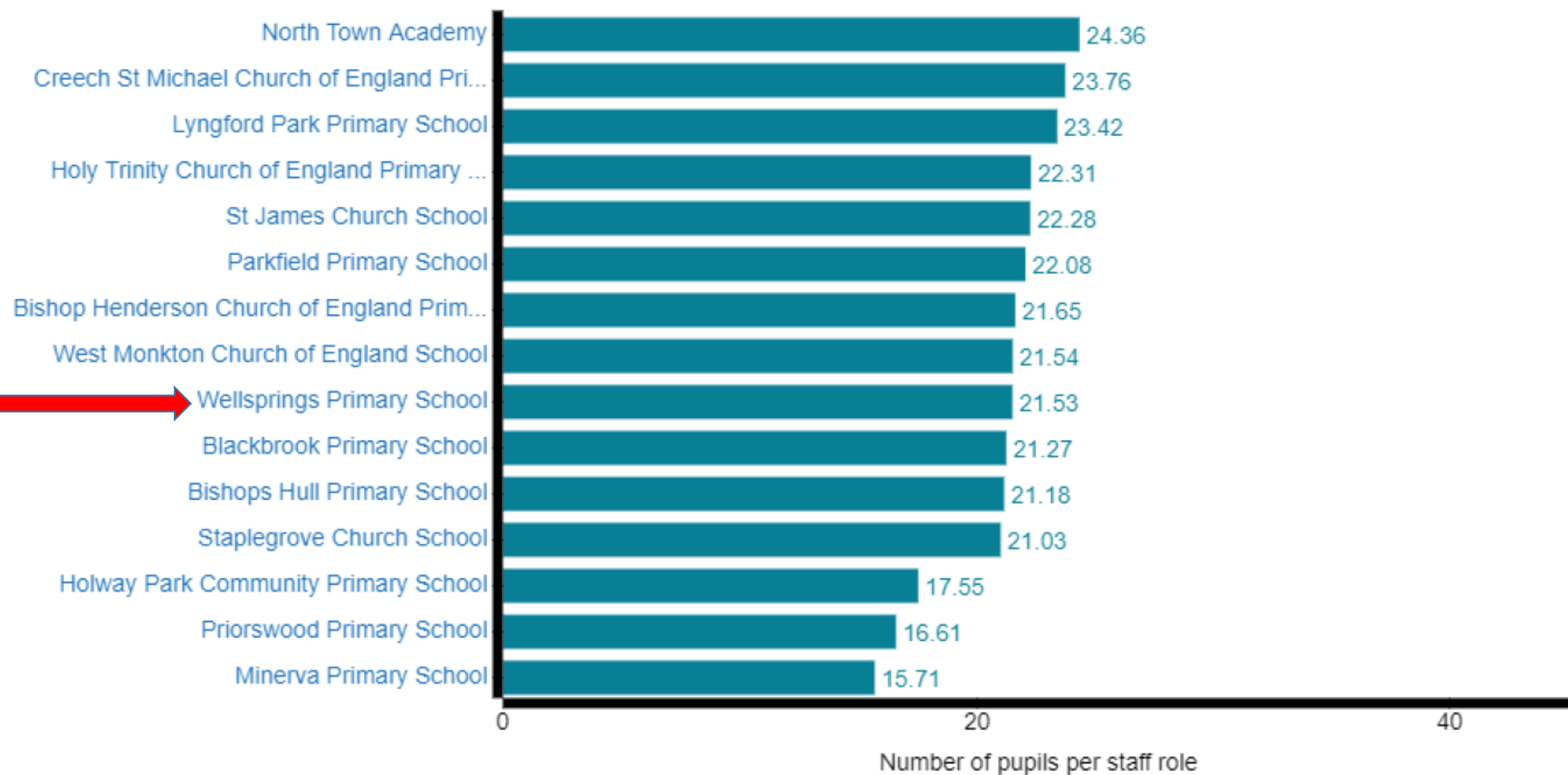


Workforce per child

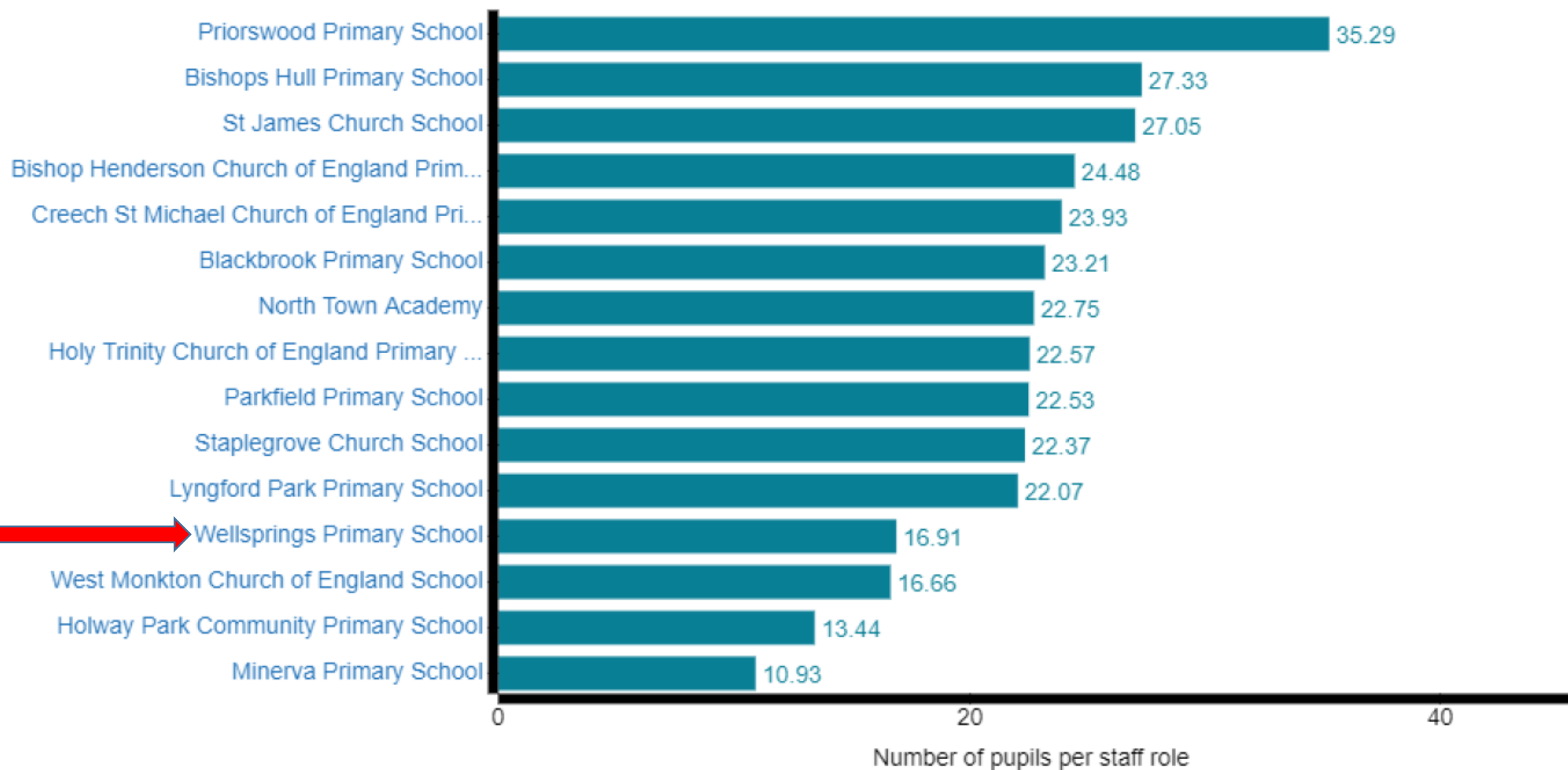
School workforce (Full Time Equivalent)



Total number of teachers (Full Time Equivalent)

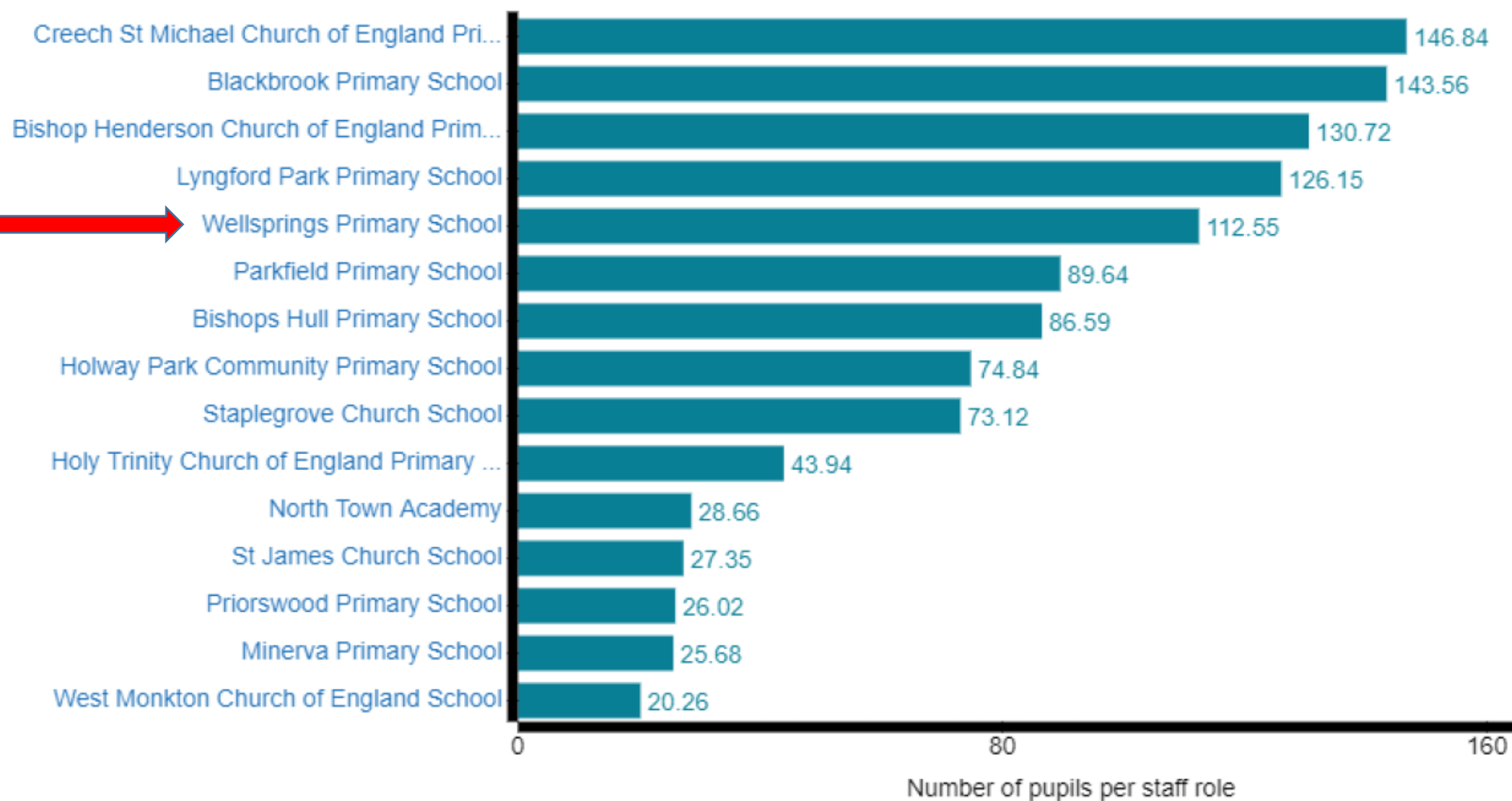


Teaching assistants (Full Time Equivalent)



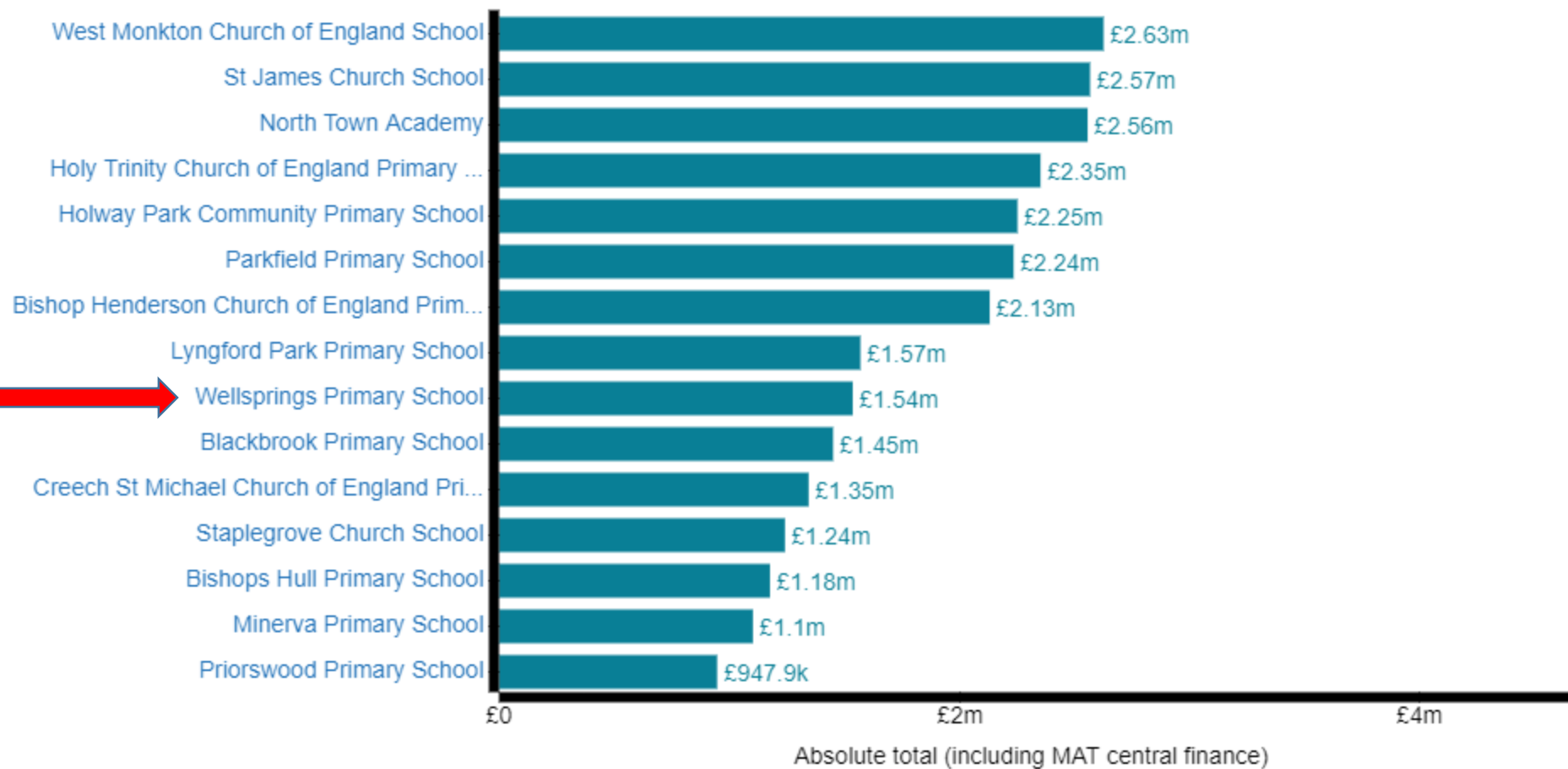
Non-classroom support staff - excluding auxiliary staff

(Full Time Equivalent)

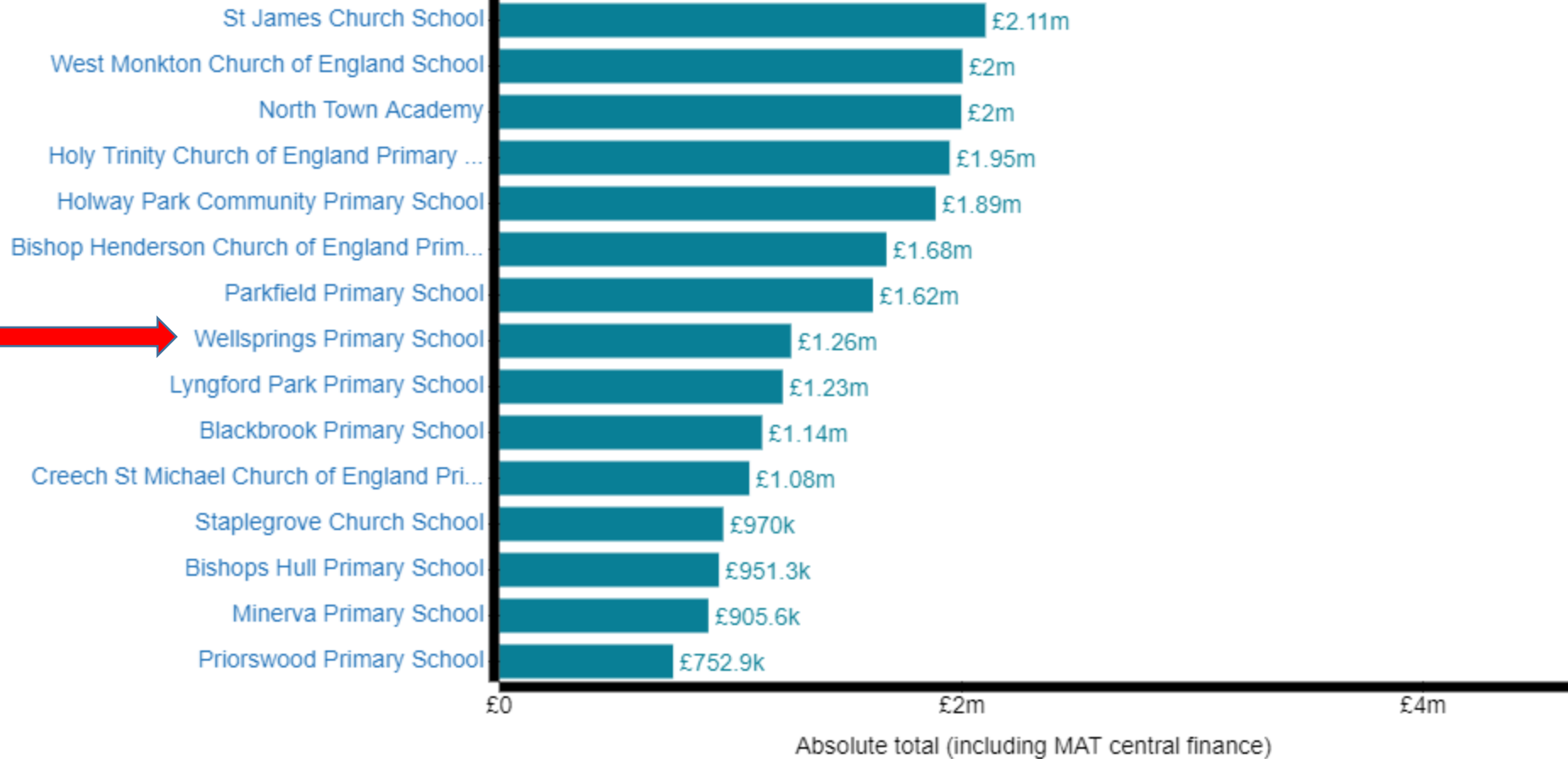


Expenditure (total)

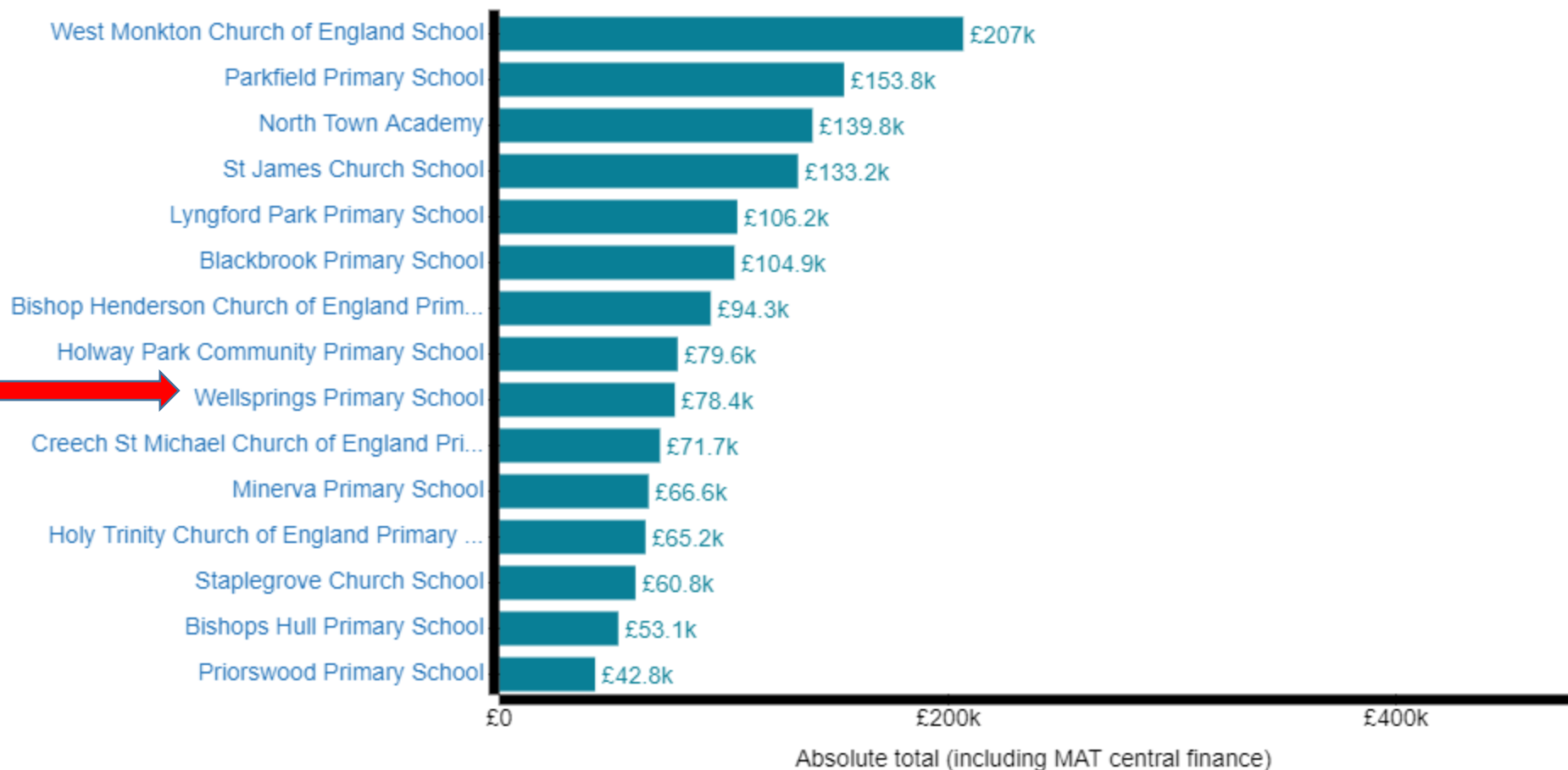
Total expenditure



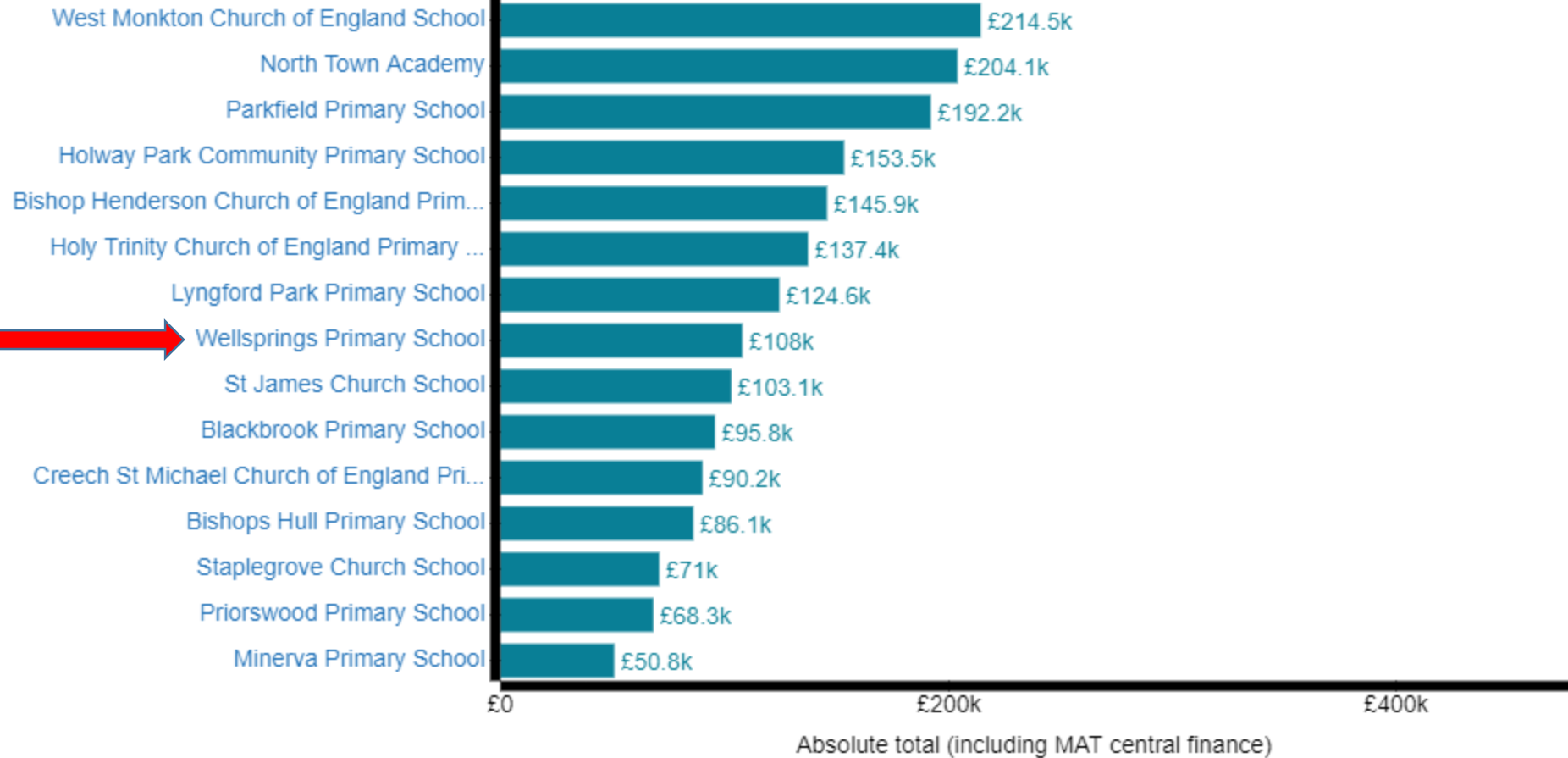
Staff total



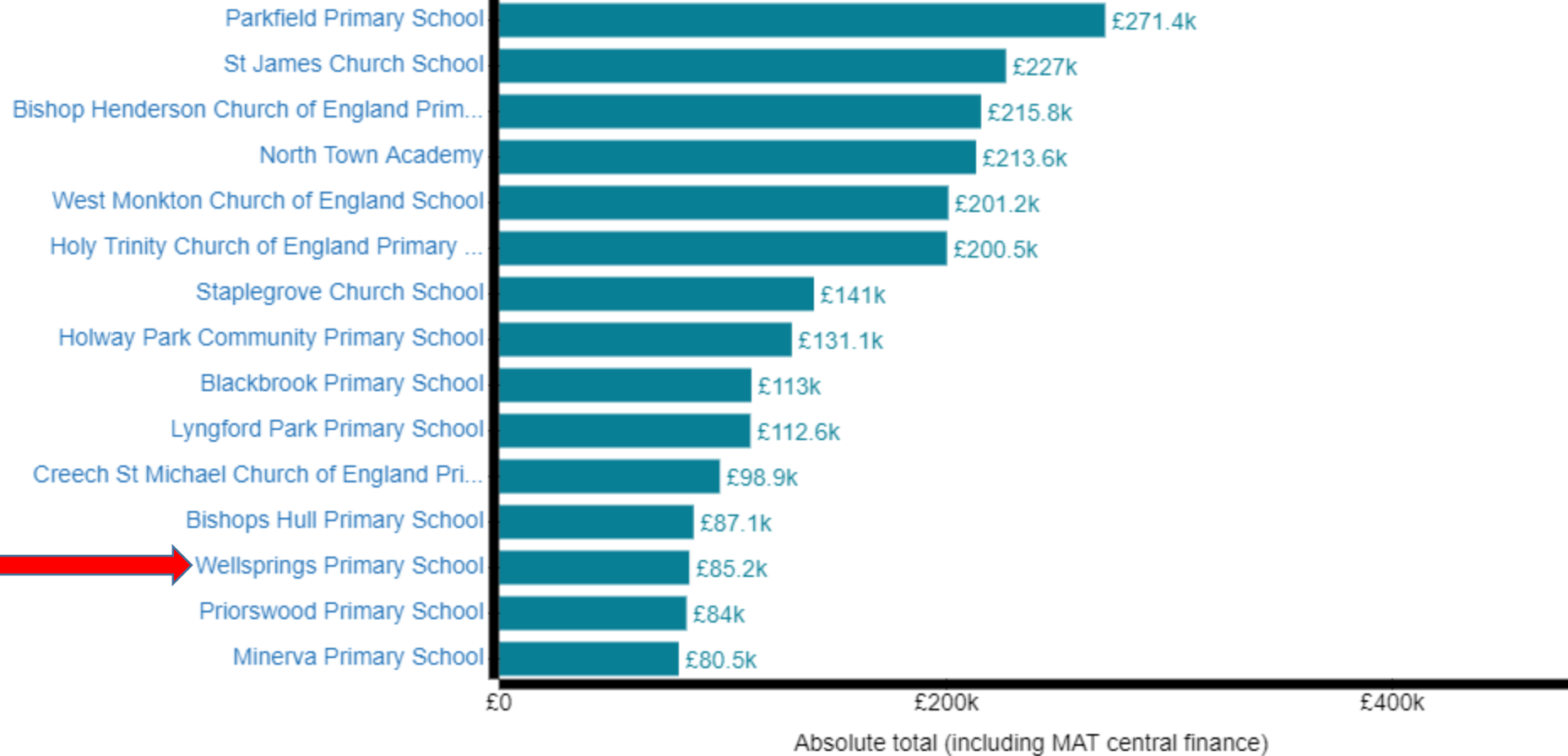
Premises total



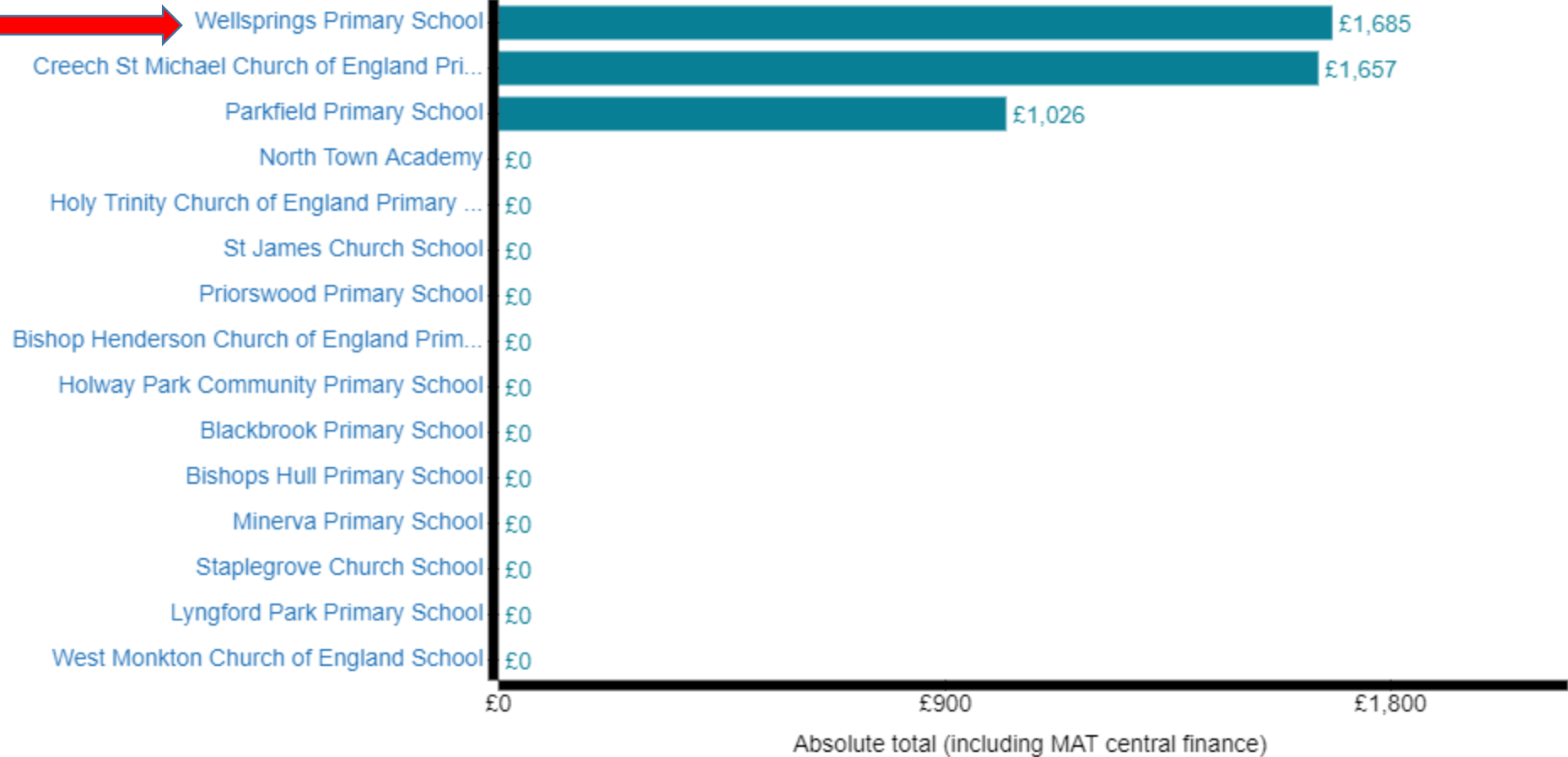
Occupation total



Supplies and services total



Special facilities total



Expenditure (total)

2021/2022 submitted data

Dashboard year 2021/2022

Reserve and balance

Assessment area	School data	% of <u>inc.</u>	Rating against thresholds
In-year balance	£158,803.00	9.4%	Low Risk
Revenue reserve	£251,605.00	14.8%	Low Risk

Spending

Assessment area	School data	% of exp.	Rating against thresholds
Teaching staff	£751,255.00	48.9%	Broadly in line with similar schools
Supply staff	£36,654.00	2.4%	Middle 20% of similar schools
Education support staff	£365,253.00	23.8%	Highest 10% of similar schools
Administrative and clerical staff	£38,881.00	2.5%	Broadly in line with similar schools
Other staff costs	£71,844.00	4.7%	Broadly in line with similar schools
Premises costs	£78,351.00	5.1%	Broadly in line with similar schools
Educational supplies	£33,499.00	2.2%	Lowest 10% of similar schools
Energy	£14,507.00	0.9%	Broadly in line with similar schools

School characteristics

Assessment area	School data	Rating against thresholds
Average teacher cost	£53,814.83	Middle 20% of similar schools
Senior leaders as a percentage of workforce	5.6%	Broadly in line with similar schools
Pupil to teacher ratio	21.53	Broadly in line with similar schools
Pupil to adult ratio	8.35	Broadly in line with similar schools
Teacher contact ratio (less than 1)		Not available. Add data
Predicted percentage pupil number change in 3-5 years		Not available. Add data
Average Class size		Not available. Add data

2021/2022 submitted data

Dashboard year 2021/2022

Reserve and balance

Assessment area	School data	% of <u>inc.</u>	Rating against thresholds
In-year balance	-£132,898.80	-9.2%	High Risk
Revenue reserve	£128,281.93	8.9%	Low Risk

Spending

Assessment area	School data	% of exp.	Rating against thresholds
Teaching staff	£666,235.79	42.4%	Broadly in line with similar schools
Supply staff	£1,000.00	0.1%	Broadly in line with similar schools
Education support staff	£394,516.19	25.1%	Highest 10% of similar schools
Administrative and clerical staff	£128,369.87	8.2%	Highest 10% of similar schools
Other staff costs	£37,411.93	2.4%	Broadly in line with similar schools
Premises costs	£106,187.36	6.8%	Highest 20% of similar schools
Educational supplies	£76,822.58	4.9%	Middle 20% of similar schools
Energy	£17,000.00	1.1%	Broadly in line with similar schools

School characteristics

Assessment area	School data	Rating against thresholds
Average teacher cost	£56,749.22	Broadly in line with similar schools
Senior leaders as a percentage of workforce	9.8%	Middle 20% of similar schools
Pupil to teacher ratio	23.42	Highest 20% of similar schools
Pupil to adult ratio	8.95	Middle 20% of similar schools
Teacher contact ratio (less than 1)		Not available. Add data
Predicted percentage pupil number change in 3-5 years		Not available. Add data
Average Class size		Not available. Add data

2021/2022 submitted data

Dashboard year 2021/2022

Reserve and balance

Assessment area	School data	% of inc.	Rating against thresholds
In-year balance	-£111,208.09	-8.3%	High Risk
Revenue reserve	£48,017.34	3.6%	Low Risk

Spending

Assessment area	School data	% of exp.	Rating against thresholds
Teaching staff	£599,693.64	41.3%	Lowest 20% of similar schools
Supply staff	£9,450.87	0.7%	Broadly in line with similar schools
Education support staff	£323,491.33	22.3%	Highest 10% of similar schools
Administrative and clerical staff	£100,375.72	6.9%	Highest 20% of similar schools
Other staff costs	£105,265.90	7.2%	Highest 10% of similar schools
Premises costs	£104,936.42	7.2%	Highest 20% of similar schools
Educational supplies	£53,046.24	3.7%	Broadly in line with similar schools
Energy	£15,000.00	1.0%	Broadly in line with similar schools

School characteristics

Assessment area	School data	Rating against thresholds
Average teacher cost	£54,517.60	Middle 20% of similar schools
Senior leaders as a percentage of workforce	8.1%	Broadly in line with similar schools
Pupil to teacher ratio	21.27	Broadly in line with similar schools
Pupil to adult ratio	9.43	Middle 20% of similar schools
Teacher contact ratio (less than 1)		Not available. Add data
Predicted percentage pupil number change in 3-5 years		Not available. Add data
Average Class size		Not available. Add data

Health and safety

Health and Safety April 2023

Environment walk 17.04.23

Key observations:

- **KS2 playground equipment** needed to be surveyed due to two issues: surface on one area of play equipment is due to be reviewed as the edge of the **softplay surface has 'raised up'**; this has been looked at by our caretaker and soil has been removed to reduce the raised 'lip' of the edge, but ultimately it will need to be improved by the contractor to fix the surface longer term;
- The **shelter of a covered area** will need to be removed due to winds ripping parts of the shelter free from the attached clips;
- There are planned works being undertaken (see next slide) which means pathways outside, and key areas within the school (eg toilets) may be upgraded this summer and beyond. These improvements are very much needed, although a **recent DfE assessment** (March 2023) stated that the building and overall premises area, was in a generally well-maintained state;
- Fire risk assessments works outstanding, are almost entirely due to remedial works identified by the Fire risk assessor. The responsibility for these **works rests with the LA.**

Health and Safety April 2023

Buildings works

There has been some clarity over an issue raised by KL in our Business SC.

Works identified by the **LA which are match-funded** include refurbishment of **children and staff toilets**, as well as works to improve the **windows/doors to a covered area in the FS setting**.

Additional works on a variety of internal and external works are being potentially addressed although there has been no confirmation of the time completion (eg **pathways and patios across the school, pitched roof on the FS covered area, masonry work**).

The frustration is that the Premises team are not very clear about the timescales they are working towards, exasperated by the change in staffing due to the recent **Core Offer** programme.