

Headteacher's Report to the Governing Body

Autumn 2011

1. NUMBER ON ROLL

The number of pupils on roll as at 16th September 2011 is as follows:

Teacher	Class	NC Year	Males	Females	Total
Mrs Smith	Silver	N1/N2	12	6	18
	Gold	N1/N2	7	9	16
Miss Blair	Ruby Red	Reception	11	11	22
Mrs Brignal	Scarlet Red	Reception	13	12	25
Miss Kennedy	Orange	1	12	18	30
Miss Flynn	Yellow	2	13	16	29
Mrs Daly	Green	3	15	14	29
Mr Ricketts	Blue	4	15	14	29
Mrs Guinan	Indigo	5	14	16	30
Mrs Dobrowolski	Violet	6	14	9	23
Total			126	125	251

2. SEN

The number of children on the Essex Stages of Assessment as at 16th September 2011 is as follows:

SEN PROVISION	NUMBER OF PUPILS
School Action	39
School Action Plus	7
Statement	11
Total	57

1. STAFFING

I am very happy to report that we are fully staffed for this academic year and we welcome a number of new members to our team. As we have taken on an extra class of reception children, we employed a newly qualified teacher, Lyndsay Kennedy, who is teaching in Orange Class. Tracy Regan and Jo West have joined our team of Teaching Assistants, Tracy Hart and Kelly Brice have joined the Midday Assistant team and Laura Munro is our new Catering Assistant. All our new staff have settled in extremely well and are already working hard in their new roles.

We were really sad to say goodbye to Mrs Jean Rogerson who retired at the end of July. Jean joined us when the Nursery opened in September 2001 and quickly proved to be an excellent, hard-working and dedicated member of staff who will be greatly missed. She will be living in Spain but has promised to come back and visit. We wish her every happiness in her new venture. We also said good bye to Zoe Pearce (catering Assistant) who recently became a mum again and Dennice Evans (Assistant Cook) who has been promoted to Catering Manager at the Downs. Congratulations!

At the moment, one of our Teaching Assistants, Linda Dunn is on long term sick leave. We wish her all the best and hopes she makes a speedy recovery. Dan Ricketts is on paternity leave as he has just become the proud father of baby Rachel – who is absolutely gorgeous by the way.

Fern Middleton remains non-class based and covers PPA for the school. She is also the Assessment Leader and the Maths Subject Leader as well as Co-ordinator for Music. Theresa Hanley is our Inclusion Manager. This covers the SENCo role and responsibilities for all children with any additional needs. Mrs Hanley is also the RE Co-ordinator. Lauren Blair continues in her role as Foundation Stage Leader as well as being the English Subject Leader. All other subjects are included in our Co-ordinator teams with a named Co-ordinator for every subject. We have also linked a TA to each Co-ordinator to provide support.

Subject	Co-ordinator	Support
English	Lauren Blair	Sue Jones / Karen Wagstaff
Maths	Fern Middleton	Hayley Wakelin / Lin Dunn
Science	Tina Dobrowolski	Tina Danks / Jo West
ICT	Sara Smith	Debbie Clifton
RE	Theresa Hanley	Carole Plummer / Lisa Gay
Art	Pauline Guinan	Lorraine Banaszak
D & T	Jo Flynn	Tracy Regan
PE	Elissa Brignal	Hayley Bourke / Trish Jelliman
History	Nicola Daly	Georgie Stamp
Geography	Vickie Peck	Noreen Comiskey
French	Dan Ricketts	Nicola Brewis
Music	Fern Middleton	Sue Conway
PSHE	SLT	---

In addition to our staff (for this term only), we also welcome Nicole Walsh who is a Canadian student teacher in her final year of a teaching degree. She will be training in Yellow Class under the watchful eyes of Miss Flynn.

2. PUPIL AND PERSONNEL ISSUES

Child Protection/Safeguarding

On Wednesday 14th September I held a half day Child Protection training session for all our new members of staff. All staff continue to be vigilant in this area and any concerns are

reported and recorded immediately. Effective systems and procedures are in place to ensure the safety of our children.

Attendance and Punctuality

By the end of the last academic year, our rate of attendance reached 94%. Our target was 94.5% so I am a little disappointed that we didn't quite achieve it. I reported my concerns about our attendance figures to the parents at the end of last term but sadly, this does not seem to have had much effect as I have already had a number of requests for holidays this term. In future, holidays will only be authorised if there are **extenuating circumstances** even if the child's attendance rate is good. Parents/carers may incur a fine if they take their children out of school without permission. Sue Chapman is working closely with the Educational Welfare Officer (EWO) to encourage and support families with attendance issues.

The school is continuing with its effective measures to ensure attendance and punctuality continue to improve – these include:

- Implementation of the Attendance and Punctuality Policy
- Vigorous monitoring by the admin assistant (Sue Chapman)
- HT meetings with parents to discuss poor attendance / punctuality

The Educational Welfare Service has been decommissioned by Essex County Council so we are looking at different ways to access the service. This can be achieved directly through ECC (very costly) although we have been made aware that HEC is attempting to negotiate a deal on behalf of Harlow schools. However, we are also in negotiations with Burnt Mill School who have employed their own Educational Welfare Officer and have offered us some of her time – watch this space!

3. PERFORMANCE MANAGEMENT

Headteacher

My review is scheduled to take place on 19th October 2011. I have enlisted the services of Trevor Scott who is a lead consultant for Essex County Council to assist Justin and Reneé in reviewing my performance and setting targets for this academic year.

Staff

All members of the staff team (teaching and non-teaching) took part in performance management reviews in June or July 2011 where performance was discussed and new targets, linked to the School Development Plan, were then set for this academic year. All members of the Senior Leadership Team were responsible for leading meetings. For teachers, target setting procedures followed national recommendations, ie: one target for pupil progress, one for curriculum area development and one for personal development, which all link to the School Development Plan. This ensures accountability which helps to promote school improvement. An individual target and a school-based target were set for teaching assistants and generic targets were set for the Midday assistants, linked to the *Schools' Better Lunchtimes* initiative.

4. BUDGET & PREMISES

It is just over half way into the financial year and the overall budget still looks healthy! Orders continue to be placed in line with expectations and as yet, there have been few surprises – long may this continue!

The new demountable classroom is in place and looks fantastic. It's spacious and provides a lovely environment for children to learn, For this academic year, the demountable classroom will be used as our Inclusion Unit. Yellow Class (Y2) have moved

upstairs into what used to be the Inclusion unit, to free up a classroom for the new reception class.

The PRU staff have moved out so the building next door is now empty. I have had several meetings with Local Authority architects about work that needs to be completed in order to restore the school to its former 'primary' status. Work was due to start after Christmas but seeing that the building is now vacant, I will try to get the start date brought forward to ensure we are absolutely ready for September 2012.

5. CURRICULUM AND ASSESSMENT

Key Priorities

We will be working hard on our 3 key priorities this year and the local authority will be helping me through their *Leading the Learning* Programme.

- KP 1 Oracy – To raise the quality of speaking and listening** – positive impact on children's writing.
- KP 2 To develop use of assessment to inform future planning** – continuing to focus on ensuring assessments are sound and using '*Assessment For Learning*' techniques which link with differentiation to ensure **all** pupils (high, average and low) attainers make **at least** expected progress.
- KP 3 To develop the role of Co-ordinators** – developing systems for monitoring and feedback, improving subject knowledge and embedding the progression of skills that underpin the new Tany's Dell Curriculum.

Our key priorities link with the Post-Ofsted Action Plan, Performance Management targets and the School Development Plan.

Raising expectations

I am so pleased to report that expectations are rising and the majority of staff are now sharing these with the children. The children are encouraged to attempt challenges and not to give up and motivated to **always** do their best work. This in turn is raising their self esteem and they are beginning to aspire to achieve their very best. Pupil progress is increasing all the time and teachers set challenging targets in English and Maths for every child. The children are aware of these targets and are becoming well-practiced in explaining in their own words, where they are in their learning journey and what they now need to do to improve. As expectations and aspirations are rising, this will have a positive impact on standards and progress.

One to One Tuition

We continue our programme of intensive support to pupils who need that extra boost. This year, our allocation from the Local Authority is for ten pupils. Mrs Guinan and Mrs Dobrowolski have once more, very kindly agreed to tutor the children. Each session lasts an hour and is either timetabled after school or during half term or end of term breaks. We also have funding from HEC which we will use to fund *extra* one-to-one sessions. These will be led by three experienced members of the support staff. (At least 20 out of 29 Y6 pupils received 1 to 1 tuition last year, which helped them to make EXCELLENT progress).

6. 2010 SATs RESULTS

I have included performance data for 3 years for you to be able to look at the historical trends and to see how our school compares with Essex data which is generally in line with National Standards.

Key Stage Two – Attainment

This table shows the percentage of children who attained a level 4 (average) and a level 5 (above average).

Subject	Level	2009		2010		2011	
		TD	Essex	TD	Essex	TD	Essex
English	L4+	50	80	64	80	72	?
	L5+	0	28	19	31	9	?
Maths	L4+	73	79	71	80	72	?
	L5+	18	33	11	33	9	?
Both English & Maths	L4+	50	72	59	73	52	?
Science	L4+	100	88	81	85	100	?
	L5+	27	43	15	34	21	?

As last year, the number of children with special educational needs (SEN) was very high indeed. In this cohort of children, 16 out of the 29 children were SEN – that is 55% of the class. With classes such as this, it is important to look at the **progress** the children make and compare these figures to national expectations.

Children are expected to make **2** levels progress from the end of KS1 to the end of KS2. (Eg if a child attains a **2B** at the end of KS1, they are expected to attain a **4B** by the end of KS2). This year, **our progress data is OUTSTANDING**. It shows that **many more** children at Tany's Dell made at least 2 levels progress from KS1 to KS2 (including our SEN) than the National figure in English and Maths.

KS2 – Progress

This table shows the percentage of children who made **at least** expected progress: ie 2 levels

Subject	2009		2010		2011	
	TD	National	TD	National	TD	National
English	68	82	85	82	90	83(estm)
Maths	68	81	84	81	97	83(estm)

As you can see, our expected progress figures are **WAY** above national but what is even more wonderful is that in English, 9 children (**31%**) made **3 levels progress** and in maths, 12 children (**41%**) made **3 levels progress**. Outstanding!

Key Stage One - Performance Data

Subject	Level	2009		2010		2011	
		TD	Essex	TD	Essex	TD	Essex
Reading	2B+	47	74	46	74	52	?
	3	10	29	8	28	0	?
Writing	2B+	47	61	27	61	37	?
	3	17	15	0	14	4	?
Maths	2B+	67	76	62	76	78	?
	3	17	24	8	23	7	?

This year's KS1 percentages have improved on last year. There was a 6% increase in Reading, a 10% increase in Writing and a lovely 16% increase in Maths, which actually put us 2% above National. Of course, even taking the increases into account, English is still below national and we need to continue to strive to make this better. Our children come into school with skills that are **well** below national expectations. They leave in Y6 **slightly** below which means they make good progress overall.

Over the past 2 years, my focus has been to improve teaching and learning in KS2 so that children make at least expected progress from Y2 to Y6. As you can see, this has now been achieved, although it must be said that we need to increase opportunities for more-able pupils to achieve level 5.

Ofsted agreed with our self evaluation that the best progress was being made in YR and Y4, Y5 and Y6. Of course SLT will continue to monitor teaching and learning across the whole school but there will be a particular focus on Y1, Y2 and Y3 to ensure the children make good progress. Better KS1 results will provide the children with a higher springboard from which to make their 2 levels progress in KS2. This will then ensure that more children reach a level 4 in Y6. If this can be achieved, in my school self-evaluation, I will be able to change our overall grade from a **3** (Satisfactory) to a **2** (Good). My aim is for that to happen this coming year.

Please check the calendar for special events and come along if you can. The governors are invited to all school events but in particular, it would be fantastic if you could come along to one or two of our class or merit class assemblies – you won't be disappointed!.

7. SPECIAL EDUCATIONAL NEEDS AND INCLUSION

Our comprehensive provision map ensures the right amount of support goes to the children identified as having additional needs. We have an innovative interventions programme which is having a very positive impact on pupil progress. Individuals or groups of children from a number of classes are targeted and very focussed interventions are used to help them to develop their skills. Our wonderful team of teaching assistants continue to do an excellent job in supporting children with additional needs – these include Special Educational Needs (SEN), Hearing Impairment (HI), Children who have English as an Additional Language (EAL) and the more able children.

8. EXCLUSIONS AND RACIAL INCIDENTS

There were no exclusions or racist incidents during the summer term.

9. OTHER MATTERS

Tutor Group Day

This was held on Wednesday 13 July and was a great success. The Tutor Groups all opted for a fun, action packed day at school so we organised exciting activities which kept them busy all day.

Activities included: Making their way through a gruelling assault course; bouncing away to their hearts content on a bouncy castle, getting stuck into archaeological digs, dancing the 'afternoon' away at the disco as well as many other 'class-based' fun activities.

Assault Course



Bouncy Castle



Archaeological Dig



We also had a very special lunch of burger and chips which the children absolutely loved.

Signing Buddies

On 19 July 2011, Mrs Hanley, Mrs Peck and Mrs Rogerson took our hearing impaired children along to Great Baddow Sports College. This secondary school has a Hearing Impaired Unit along very similar lines to ours. The children had a brilliant day. A professional signing actor taught them how to engage in role play, sing signing songs and work in partnership with older children.



Year Six

Once again, we had to say goodbye to our Y6 students who have now flown our nest and gone off to secondary school. We all had a wonderful leaver's evening. Everybody was superbly dressed in their very best 'wedding' outfit and a good time was had by all. The Y6 children prepared canapés and a fantastic 3 course roast dinner meal, which was served up by our Y5 children in their best waiter and waitress outfits. All the children behaved impeccably and I couldn't have been more proud of them. We wish them all every success in their secondary school career.

Bernadette Miele 21 September 2011