



## **Head Teacher's Report**

### **For the meeting of Governors on Tuesday 4<sup>th</sup> June 2019**

Spring term at Beech Grove continued most pleasingly where we had left off at the end of the Autumn term, with all children working extremely hard to achieve their maximum potential. Children's conduct in and around school continues to be excellent and I couldn't be any prouder of the children. In spite of some of the many challenges our children face outside of school in their chaotic home lives, they, on the whole conduct themselves magnificently well during the school day. This is huge credit to not only the children themselves, but to the care and guidance they get from all staff. All staff, on a daily basis go above and beyond for our children, to ensure not only are their educational needs being met but also ensuring that all children feel safe, loved and cared for.

The school development plan has been updated so that the Action Plan for Spring Term is now RAG rated to show progress towards milestones and the planned actions for summer term have been identified and linked to the original key priorities agreed in September 2018.

#### **SCHOOL DEVELOPMENT PLAN**

**KEY PRIORITY 1: To ensure pupils make substantial; and sustained progress across all subjects**

**KEY PRIORITY 2: Continue to develop teachers' capacity to encourage high quality learning**

Pupil Progress meetings were held for all year groups which focused on all groups within each cohort and identified where intervention strategies were needed to maximise progress. The milestone was for each cohort to have made at least four steps progress from the start of the school year. Overall, every cohort met this milestone, with four cohorts exceeding the target. (Rec, Y2, Y5, Y6)

We are currently also maintaining a sharp focus on increasing the percentage of children in each year group who reach age-related in English and maths, as this will eventually impact on end of KS2 outcomes.

**1.3: Increase attainment and progress in writing across school**

**2.3: Access external CPD to develop additional strategies to improve writing.**

After a pleasing 5% improvement in Y6 writing outcomes in the 2018 results (71% achieving EXS with 20% at GDS), momentum of this upward trend was vital for 2018/19 academic year.

Mrs Steel Brewster (Y6), Miss Dawson (Y6) and Miss Coverdale (Y2) all successfully passed their writing moderation training and tests. Therefore the school now has three Local Authority writing

moderators. Something which a) we are immensely proud of and b) will benefit our children and further staff development within writing.

KS2 teachers attended a "Greater Depth In Writing Workshop" delivered by the Middlesbrough English Hub and staff from Y1, 3, 4 and 5 attended the Middlesbrough English Hub "What Makes The Standard?" CPD event.

All of this CPD has given staff greater awareness of what is required of children to achieve expected standard and beyond so planning and teaching can be even more sharply focused. Staff came back from these workshops fully invigorated, enthusiastic and with even greater expectations for our children to achieve.

The English Working party, with Catherine Steel Brewster delivered CPD on sentence structure and advanced punctuation to further boost teacher and TA knowledge. Expectations of sentence structure and the associated terminology for each year group were identified. This CPD also ensured that all year groups are planning for key year groups sentence structure objectives.

The School Leadership Team followed up on this work with observations of writing lessons and a sample work book scrutiny of writing books. Overall the findings were very positive, and any identified areas to follow-up where staff need additional support will be addressed this term by team leaders.

School has also hosted a cross-moderation of writing in Y2 and Y6 with Kader Primary school (2018 93% writing ARE)

Progress in writing across spring term met the expectations of the milestone in all year groups, with EYFS-Y6 making at least 4 steps progress from September 2018 to April 2019.

#### **1.4: Increase the percentage of children achieving EXS and GDS in maths**

#### **2.4: Continue to provide staff CPD through the maths working party**

The Maths Working Party planned a superb Maths Enrichment Day for the whole school. The day consisted of lots of fun and engaging maths activities for all year groups. The key objective of the day was to crack the maths code and free Mr Dixon who had been kidnapped by Aliens and taken to the Planet Zorg!! All year groups completed maths tasks and challenges throughout the day. If they were successful they were given a year group 'number' which they had to enter into a combination lock system on the computer the next day to free Mr Dixon. Mr Dixon was eventually freed and said he had been treated well by the aliens and made some new friends on the Planet Zorg but the food wasn't very nice!! To see the children so enthused and really excited about their maths learning was a real joy to behold. Great credit for the day must go to Mr Millichap who took a dynamic strategic lead in the whole process under the expert guidance of Mrs Steel Brewster.

Mrs Steel-Brewster alongside Mr Millichap and the Maths Working Party continue to collaborate with Archimedes Maths Hub to further research how problem solving and reasoning could be improved through a mastery approach to the maths curriculum. As a result of this, CPD staff meetings on Reasoning and Problem Solving were presented to staff in the Spring Term. With all teachers then delivering 'model' mastery problem solving lessons during the maths enrichment day.

Mr Millichap and Mrs Steel Brewster continued to attend and be part of the Archimedes Maths Hub meetings to further establish a maths mastery plan. All relevant feedback to staff with further CPD

opportunities was taken back to the Maths Working Party to develop an action plan for Beech Grove in the Summer Term.

Mr Millichap was given a temporary TLR3 responsibility for taking on the strategic lead in the new Archimedes maths initiatives. Something that Mr Millichap thoroughly deserves for this his hard work, enthusiasm and drive. Mr Millichap continues to display great traits of an aspirant leader within the school and compliments the schools TLR leadership team well. This also demonstrates the schools capacity for forward thinking with leadership succession planning being at the forefront of Mr Dixon's planning to ensure the school continues to improve.

Progress in maths across spring term met the expectations of the milestone in all year groups, with EYFS-Y6 making at least 4 steps progress from September 2018 to April 2019.

### **KEY PRIORITY 3: to equip children with the life skills to ensure their safety and welfare**

#### **3.3: Continue to raise awareness of what it means to be a good citizen**

According to Ofsted British values are:

Democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faiths.

British values are also a golden thread that run through the schools 5 GOLDEN RULES. Children adhere to these rules brilliantly well, showing kindness, respect and understanding in their everyday school life. Mr Dixon is pleased to once again report that the school continued to be extremely settled in the spring term with the children being an absolute credit. Our policy, consistent procedures and more restorative approach continues to have a positive impact throughout school. The children's fantastic manners and politeness in the corridors as well as in their own class is a huge improvement when they are moving around the school.

British values is taught through the children's SMSC (spiritual, moral, social and cultural development) lessons in carpet circle time.

In these lessons children are taught:

- To develop their self-knowledge, self-esteem and self-confidence
- To distinguish right from wrong and to respect the civil and criminal law of England
- To accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- To acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation for and respect for their own and other cultures
- To encourage respect for other people
- To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As well as British values being delivered through class circle SMSC time, weekly themed KS1 and KS2 assemblies are delivered to children to reinforce these values and what it means to be a good citizen and how to contribute positively to life in modern Britain.

Mrs Steele Brewster (KS2) and Mrs Joanne Hauxwell (KS1) delivered a KS1 and KS2 specific assembly on all five themes of British values and what each one meant and looked like. Each class was then given one of the British values. The class then had to work as a group to present their findings in assembly time on what the British value they had been researching looked like in Beech Grove School. This was a hugely successful and exciting project for our children, which they fully enjoyed.

Organised RE afternoons have also been a key highlight of the school this year. With the children learning about other faiths and beliefs through exciting and well planned whole school activities tailored to suit each year group.

The children have had the opportunity to explore and learn all about Diwali (the festival of light) from the Hindu and Sikh faith. Children really enjoyed learning the story of Rama and Sita, making Rangoli patterns and making their own Diva lamps.

The children also had the opportunity to learn all about Jesus and the Easter Story in the spring term, through role play and story writing. Some children also made Easter symbols, such as palm crosses.

The work produced from these religious days was shared and celebrated through whole school assemblies and displays.

**John Dixon      June 2019**