



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

# Headteacher's Report

## March 2022

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# 2 Number on roll and attendance

## Number on Roll

	Girls	Boys	Total
YR	15	15	30
Y1	17	13	30
Y2	15	15	30
Y3	14	15	29
Y4	7	22	29
Y5	14	16	30
Y6	11	19	30
Total	93	115	208

## Roll commentary

We have had one boy leave year 1 as his mum gained a job at another local school and his place was filled straight away with a girl from our waiting list. Another boy from a local school joined us recently in Year 2 so that is now full.

We have had 86 applications of which 41 are first place choices, 32 second & 12 third for September 2022. We have 20 siblings due to start in September.

## Autumn Attendance

95.83 %	All	SEND	PP	PA
YR	96.43%	92.78%	88.04%	13.33% (4)
Y1	95.96%	100%	95.50%	3.345% (1)
Y2	96.80%	96.80%	97.44%	10.34% (3)
Y3	96.25%		96.64%	13.79% (4)
Y4	96.42%	87.68%	93.13%	10.34% (3)
Y5	95.97%	91.27%	96.83%	10% (3)
Y6	93.05%	96.54%	91.53%	20% (6)

## Attendance commentary

Attendance is just below our school and Trust target of 96% and has been affected by large numbers of covid cases, sickness bugs and winter coughs and colds. 46 children covid cases & 12 staff covid cases since January. Those with poor attendance are being monitored but their absence has mainly been authorised for genuine reasons e.g. chicken pox, isolating etc. Some unauthorised for rearranged family holidays cancelled during covid. Attendance letters have gone out to those with persistent absenteeism and some families have had follow up phone calls too.

## Autumn & Spring Attendance

95.38 %	All	SEND	PP	PA
YR	96.14%	94.09%	92.45%	6.67% (2)
Y1	95.39%	100%	93.27%	13.33% (4)
Y2	94.96%	95.56%	95.65%	13.33% (4)
Y3	97.33%		96.56%	0%
Y4	95.30%	87.7%	91.05%	13.79% (4)
Y5	95.44%	92.62%	95.58%	10% (3)
Y6	93.14%	96.72%	91.53%	16.67% (5)

# 3 SEND and Pupil Premium contextual information

	Number of SEND Support	% of year group population	Number of EHCPs	Number of Pupil Premium	% of year group population
<b>Year R</b>	2/30	6.67%	0	2/30	6.67%
<b>Year 1</b>	2/30	6.67%	0	6/30	20%
<b>Year 2</b>	2/30	6.67%	0	1/30	3.33%
<b>Year 3</b>	0/29	0%	0	7/29	24%
<b>Year 4</b>	1/29	3.45%	0	3/29	10.34%
<b>Year 5</b>	3/30	10%	0	2/30	6.67%
<b>Year 6</b>	4/30	13.3%	0	4/30	13.3%

Total number of children receiving SEND support	13
Number of children on 'ones to watch' list	25
Total number of children with EHCPs	0
Total number of children with SEND	6.25%

## Number of SEND population

SEND categorisation	St Barnabas March 2022
Cognition and Learning	4
Emotional, Social and Mental Health	0
Communication and Interaction	4
Sensory and/or physical needs	5
Total SEND	13

# 4 Academy development plan progress

1	QUALITY OF EDUCATION	To ensure high quality teaching and learning to enable ALL groups of children to 'achieve great things', plug gaps in learning missed during lockdown and make good or better progress across the curriculum.	New Bug Club phonics is continuing to have positive impact on early reading & writing. Tutoring is developing confidence and closing gaps in reading & maths. Pupil progress meetings & regular interventions leading to good progress for all groups of children.
2	BEHAVIOUR AND ATTITUDES	To ensure that the positive attitudes to learning exist consistently across school and children further develop a growth mindset to their learning and 'learn and grow together' through the promotion of our Christian Values and following Jesus' example in a love-filled Christian family.	30 day Kindness challenge launched- seeing a positive difference in the children and reduced number of concerns Focused on Christian values of generosity, friendship & service- fundraising ideas from the children for support for Ukraine.
3	PERSONAL DEVELOPMENT	To continue to ensure the mental, emotional and social wellbeing of all members of our 'love-filled Christian family' is given the highest priority on returning back to school after a period of extended school closure and throughout the year.	Several event days to focus on mental health & wellbeing (children's mental health week, safer internet day, life education visits, dog's trust etc) Continued focus on reducing staff workload, mental health and wellbeing.
4	LEADERSHIP AND MANAGEMENT	Through effective subject leadership, to ensure that children access an ambitious broad and balanced curriculum which matches their needs and enables them to experience 'life in all its fullness'.	CPD and recent ofsted feedback highlighted areas for improvement around sequencing of curriculum and sticky knowledge (planned for summer). New to subject leaders been on CPD.
5	EARLY YEARS PROVISION	Through high quality teaching and learning of the revised EYFS curriculum, ensure ALL children make accelerated progress towards a good level of development at the end of the early years.	EYFS TA returned from maternity leave and is modelling good practice to kickstart TA. Children making great progress in communication & language, maths, reading and writing.
6	SIAMS	To ensure that the school's distinctive Christian vision is established and promoted at all levels to enable our children, adults and the community we serve, to flourish and live life in all its fullness.	Twice weekly whole school worships and class worships focus on our Christian vision and values. Class teachers discuss how their class has been living life in all its fullness each week.

# 5 Professional development

## Recent training- Spring term 2022

### Teachers

- PSHE- Life Education (Scarf)
- PE Passport App training
- Reading- Lancs & HMI deep dive update
- Foundation assessment update
- RE- Revised curriculum update
- Grow your mindset- growth mindset myths
- SIAMS- New framework and vision
- New to DT and Geography subject leadership
- New to Y2 & Y6 assessment
- SIG and Cidari Network meetings

### Support staff

- SEND files and updates
- Grow your mindset- growth mindset myths
- SIAMS- New framework and vision
- ELSA supervision
- SEND training
- Fire awareness training
- Social Stories
- NEBOSH- Andy

## Recent training- Spring term 2022

### Leadership

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Lancashire- reading framework</li> <li>• HMI Deep dive into reading</li> <li>• Coming back stronger- BWD</li> <li>• Excellent Worship- Blackburn Diocese</li> <li>• Mandatory PEP training</li> </ul> | <ul style="list-style-type: none"> <li>• New to deputy headship programme- Blackburn Diocese</li> <li>• Diocesan Heads network</li> <li>• Online safety</li> <li>• Safeguarding children with SEND</li> <li>• Safer Recruitment</li> <li>• Operation Encompass</li> </ul> |
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## Impact of training

- \*Reading- teachers aware of importance of reading and more consistent approach to reading is being taken leading to better progress in reading and further development of a love of reading.
- \*PE Passport app is being used by all class teachers for planning and assessment. Progress in PE is being evidenced using it.
- \*More positive mindsets from staff and growth mindset being promoted in classrooms. Culture of learning from mistakes and failure.
- \*ELSA trained staff are supporting identified children with their emotional literacy leading to fewer behaviour incidents.
- \* New to subject leadership CPD has developed new leaders subject knowledge and confidence in leading their subject and supporting others.
- \*Y2 and Y6 teachers have increased knowledge of SATs assessment process and moderation.
- \* SIAMS- greater awareness of new SIAMS framework for all staff and Governors

# 6 Quality of education

## Strengths

Children study the full, broad curriculum; it is not narrowed. High quality resources and schemes are used to reduce staff workload and reflect our ambitious intentions for each subject.

Reading is prioritised to allow all children to access the full curriculum offer. A rigorous and systematic phonics approach to early reading develops children's fluency, confidence and enjoyment of reading. New reading books connect closely to phonics knowledge and phases.

Teachers have good knowledge of the subjects they teach. Leaders provide effective support to new to year group teachers and subject specialists are used to teach subjects that teachers have less knowledge of e.g. Music, Computing and French.

Leaders have written their intent, implementation and impact for their subjects and have a clear understanding of how their subjects are taught.

Teachers present subject matter clearly, promoting appropriate discussion. They check children's' understanding systematically, identify misconceptions accurately and provide clear and direct feedback.

## Areas for improvement

\*Leaders are constantly working on constructing and embedding a curriculum based on the national curriculum that is ambitious and designed to give all children, particularly disadvantaged children and including those with SEND, the knowledge and cultural capital they need to succeed in life. We have some leaders that are new to the subject or year group so we need to review our curriculum again in the new year to ensure that our children know and remember more.

\*To review our curriculum sequence to ensure that over the course of a subject, teaching is designed to help children to remember long term the content they have been taught and leaders know exactly what is taught where and when.

\*Review assessment of foundation subjects to ensure that it is used to help children embed and use knowledge fluently, to check understanding and inform teaching and for leaders to understand starting points and gaps in learning and knowledge.



# 7 Attainment

## Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (178 pupils)

Year 1 (30 pupils) Spr2 21-22	Below	On Track or higher	Higher
Reading	5 (16.7%)	25 (83.3%)	6 (20.0%)
Writing	5 (16.7%)	25 (83.3%)	6 (20.0%)
Mathematics	3 (10.0%)	27 (90.0%)	8 (26.7%)
Combined	Below in one or more 7 (23.3%)	On Track or higher in all 23 (76.7%)	Higher in all 5 (16.7%)

Year 2 (30 pupils) Spr2 21-22	Below	On Track or higher	Higher
Reading	3 (10.0%)	27 (90.0%)	6 (20.0%)
Writing	6 (20.0%)	24 (80.0%)	5 (16.7%)
Mathematics	3 (10.0%)	27 (90.0%)	5 (16.7%)
Combined	Below in one or more 6 (20.0%)	On Track or higher in all 24 (80.0%)	Higher in all 4 (13.3%)

Year 3 (29 pupils) Spr2 21-22	Below	On Track or higher	Higher
Reading	3 (10.3%)	26 (89.7%)	14 (48.3%)
Writing	6 (20.7%)	23 (79.3%)	9 (31.0%)
Mathematics	5 (17.2%)	24 (82.8%)	8 (27.6%)
Combined	Below in one or more 7 (24.1%)	On Track or higher in all 22 (75.9%)	Higher in all 7 (24.1%)

Year 4 (29 pupils) Spr2 21-22	Below	On Track or higher	Higher
Reading	3 (10.3%)	26 (89.7%)	7 (24.1%)
Writing	4 (13.8%)	25 (86.2%)	7 (24.1%)
Mathematics	4 (13.8%)	25 (86.2%)	7 (24.1%)
Combined	Below in one or more 4 (13.8%)	On Track or higher in all 25 (86.2%)	Higher in all 7 (24.1%)

Year 5 (30 pupils) Spr2 21-22	Below	On Track or higher	Higher
Reading	2 (6.7%)	28 (93.3%)	8 (26.7%)
Writing	5 (16.7%)	25 (83.3%)	0 (0%)
Mathematics	5 (16.7%)	25 (83.3%)	3 (10.0%)
Combined	Below in one or more 6 (20.0%)	On Track or higher in all 24 (80.0%)	Higher in all 0 (0%)

Year 6 (30 pupils) Spr2 21-22	Below	On Track or higher	Higher
Reading	3 (10.0%)	27 (90.0%)	9 (30.0%)
Writing	7 (23.3%)	23 (76.7%)	5 (16.7%)
Mathematics	6 (20.0%)	24 (80.0%)	7 (23.3%)
Combined	Below in one or more 9 (30.0%)	On Track or higher in all 21 (70.0%)	Higher in all 4 (13.3%)

: Number of Pupils (Percentage)

**On Track** - All pupils at ARE, including those at risk of working below

**Higher** - Pupils working above, or significantly above, ARE



# 8 Progress- Autumn 2 to Spring 2

## Progress Breakdown

Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (178 pupils)

Year 1 (30 pupils)	Reading	Writing	Mathematics
Progressed by 4 steps or more	0 (0%)	0 (0%)	0 (0%)
Progressed by 3 steps	4 (13.3%)	6 (20.0%)	5 (16.7%)
Progressed by 2 steps	21 (70.0%)	20 (66.7%)	21 (70.0%)
Progressed by 1 step	4 (13.3%)	1 (3.3%)	2 (6.7%)
No steps progress	0 (0%)	2 (6.7%)	1 (3.3%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	1 (3.3%)	1 (3.3%)	1 (3.3%)

Year 2 (30 pupils)	Reading	Writing	Mathematics
Progressed by 4 steps or more	0 (0%)	0 (0%)	0 (0%)
Progressed by 3 steps	1 (3.3%)	0 (0%)	0 (0%)
Progressed by 2 steps	28 (93.3%)	29 (96.7%)	29 (96.7%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)
Missing Data	1 (3.3%)	1 (3.3%)	1 (3.3%)

Year 3 (29 pupils)	Reading	Writing	Mathematics
Progressed by 4 steps or more	10 (34.5%)	5 (17.2%)	3 (10.3%)
Progressed by 3 steps	9 (31.0%)	15 (51.7%)	12 (41.4%)
Progressed by 2 steps	9 (31.0%)	9 (31.0%)	12 (41.4%)
Progressed by 1 step	1 (3.4%)	0 (0%)	2 (6.9%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)

Year 4 (29 pupils)	Reading	Writing	Mathematics
Progressed by 4 steps or more	1 (3.4%)	1 (3.4%)	2 (6.9%)
Progressed by 3 steps	5 (17.2%)	8 (27.6%)	6 (20.7%)
Progressed by 2 steps	20 (69.0%)	18 (62.1%)	15 (51.7%)
Progressed by 1 step	3 (10.3%)	2 (6.9%)	6 (20.7%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)

Year 5 (30 pupils)	Reading	Writing	Mathematics
Progressed by 4 steps or more	2 (6.7%)	0 (0%)	0 (0%)
Progressed by 3 steps	8 (26.7%)	3 (10.0%)	0 (0%)
Progressed by 2 steps	17 (56.7%)	26 (86.7%)	29 (96.7%)
Progressed by 1 step	3 (10.0%)	1 (3.3%)	1 (3.3%)
No steps progress	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)

Year 6 (30 pupils)	Reading	Writing	Mathematics
Progressed by 4 steps or more	3 (10.0%)	0 (0%)	2 (6.7%)
Progressed by 3 steps	9 (30.0%)	4 (13.3%)	11 (36.7%)
Progressed by 2 steps	11 (36.7%)	23 (76.7%)	16 (53.3%)
Progressed by 1 step	6 (20.0%)	2 (6.7%)	0 (0%)
No steps progress	1 (3.3%)	1 (3.3%)	1 (3.3%)
Regressed	0 (0%)	0 (0%)	0 (0%)



# 9 Safeguarding

Safeguarding classification	Number of children	Changes since last LGC
Child protection	0	One child continues to be Child in Need- was initially stepped down but now continuing with section 47 enquiry
Child in need	1	
Early help	1	Two children stepped down from Child in Need level
Referrals made since last LGC	1	
Referrals accepted since last LGC	1	Two LAC children in process of a Special Guardianship Order- no concerns
Children looked after	2	
		One family was having early help to support with transition into school- now closed as child has settled well and no concerns

# 10 Behaviour

Exclusions	Autumn 21	Spring 22	Summer 22	Total
Fixed term exclusion incidents	0	0	0	0
Number of children	0	0	0	0
Number of days	0	0	0	0
Permanent exclusions	0	0	0	0

Sexual harassment	Autumn 21	Spring 22	Summer 22	Total
Allegations of sexual harassment	1	0	0	1
Substantiated	1	0	0	1
Unsubstantiated - no concrete evidence	0	0	0	0
Malicious	0	0	0	0

Bullying	Autumn 21	Spring 22	Summer 22	Total
Allegations of bullying	1	0	0	1
Substantiated	0	0	0	0
Unsubstantiated - Conflict / mean, not bullying	1	0	0	1
Malicious	0	0	0	0
Unfounded	0	0	0	0

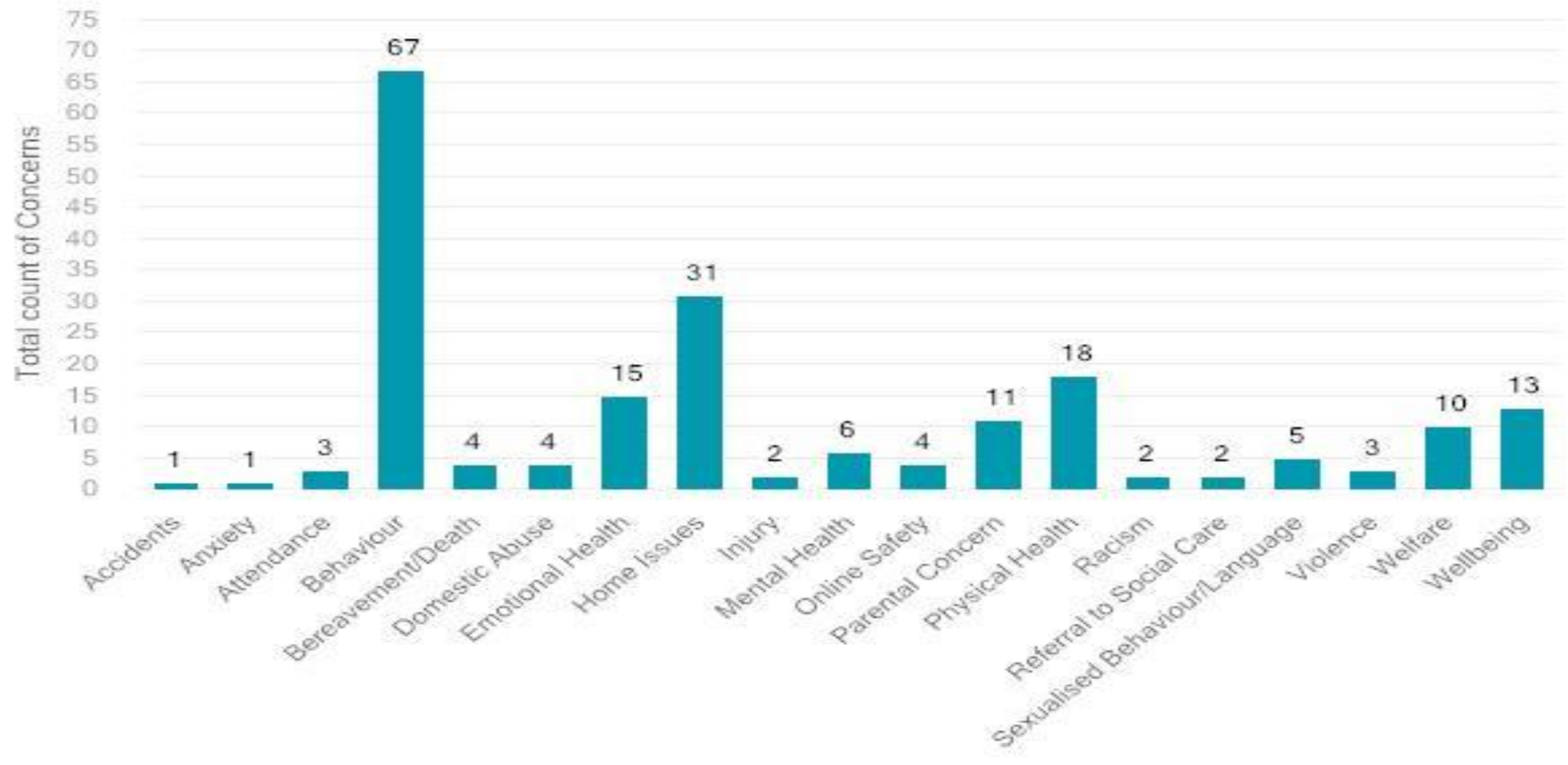
Racism	Autumn 21	Spring 22	Summer 22	Total
Allegations of racism	0	0	0	0
Substantiated	0	0	0	0
Unsubstantiated - no concrete evidence	0	0	0	0
Malicious	0	0	0	0



# 11 Safeguarding & Behaviour concerns

## Autumn Term

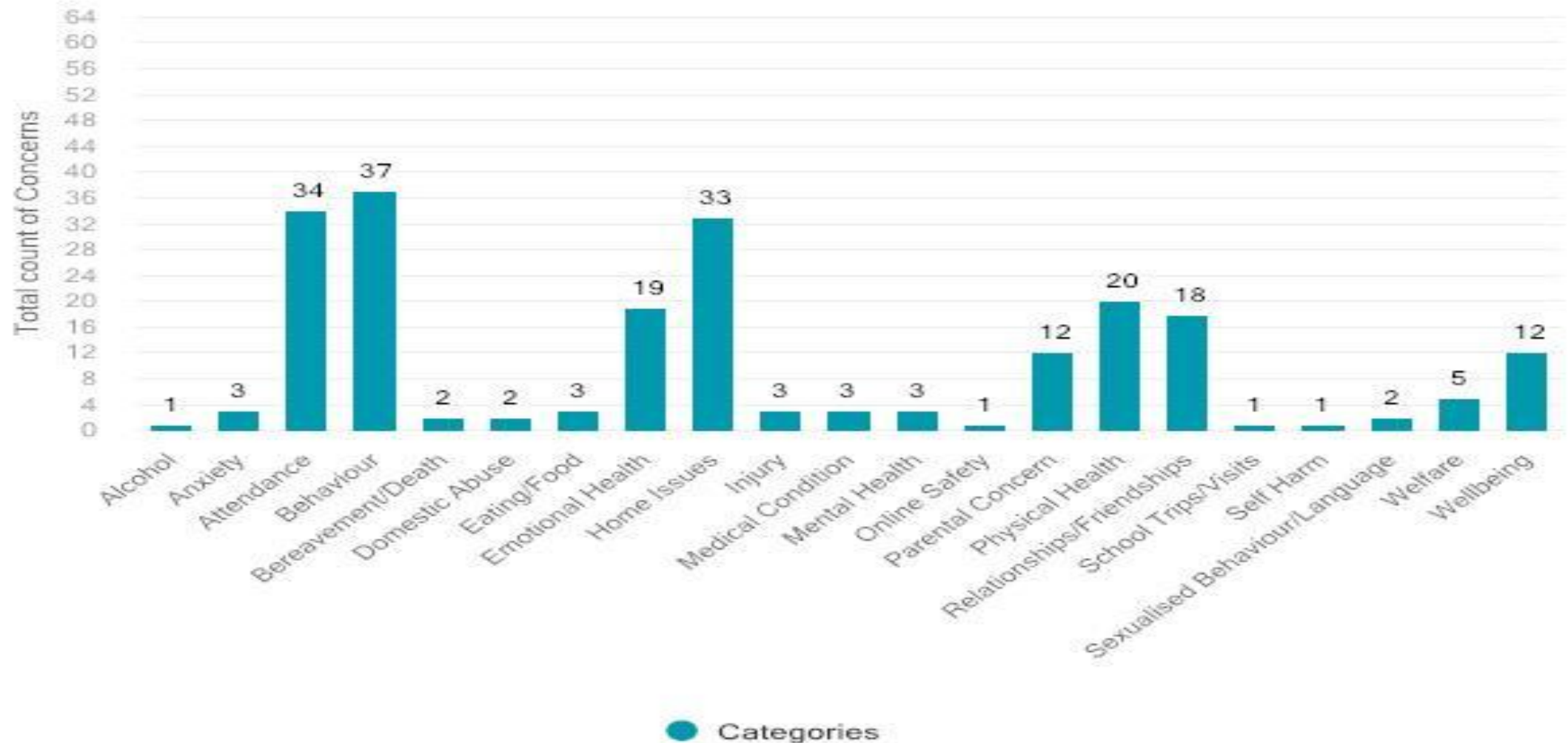
Concerns linked to categories



# 11 Safeguarding & Behaviour concerns

## Spring Term

Concerns linked to categories





# 12 Strategic questioning

## Information questions

Tell us more about...

## Intention questions

What is the reason for...

## Causation questions

Why did...

## Meaning questions

Why is it that...

## Implications questions

What are the implications of...