



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

# Headteacher's Report December 2022

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# 2 Number on roll and attendance

## Number on Roll

Year	Girls	Boys	Total
YR	16	14	30
Y1	15	15	30
Y2	17	13	30
Y3	15	14	29
Y4	14	16	30
Y5	8	21	29
Y6	14	15	29
<b>Total</b>	<b>99</b>	<b>108</b>	<b>207</b>

## Autumn 1 Attendance

	97.05%	All	SEND	PP	PA	95.65%	SEND	PP	PA
YR		97.92%		100%	6.67% (2)	93.2%		88.79%	23.33% (7)
Y1		95.45%	97.73%	95.45%	6.67% (2)	93.45%	97.32%	91.96%	26.67% (8)
Y2		97.73%	81.82%	96.75%	10% (3)	96.88%	85.71%	94.13%	6.67% (2)
Y3		97.07%	95.08%	94.70%	13.79% (4)	96.55%	96.21%	95.54%	6.9% (2)
Y4		98.18%		95.76%	3.33% (1)	96.99%		93.57%	3.33% (1)
Y5		95.77%	96.97%	93.94%	17.24% (5)	95.57%	92.86%	91.61%	13.79% (4)
Y6		97.23%	100%	100%	10.34% (3)	96.86%	99.33%	100%	3.45% (3)

## Autumn 1 & 2 Attendance (to 30.11.22)

### Roll commentary

We have pretty even splits of boys and girls except for Year 5. We have had a request for a place in Year 1 for the new vicar's daughter but the class is already full. We already have 54 applications of which 21 are first place choices for September 2022 but the closing date isn't until January 15th. We have 13 siblings due to start in September and two of them haven't applied yet so we will have 23 first choices. However, the applications system is slower than last year and the latest figures aren't being uploaded as quick as some families that have already applied aren't appearing on the system yet.

### Attendance commentary

Attendance is slightly under our school and Trust target of 96% but has been affected by sickness bugs and winter coughs and colds in recent weeks. Those with poor attendance are being monitored but their absence has been authorised for genuine reasons such as illness and there has been some unauthorised absence for rearranged family holidays. Attendance awards in weekly celebration worship is having a positive impact on attendance along with informing parents of attendance on newsletters and class dojo.

# 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>	0/30	0%	0	2/30	6.67%
<b>Year 1</b>	2/30	6.67%	0	2/30	6.67%
<b>Year 2</b>	1/30	3.33%	0	7/30	23.33%
<b>Year 3</b>	4/29	13.8%	0	2/29	6.89%
<b>Year 4</b>	0/30	0%	0	5/30	16.66%
<b>Year 5</b>	1/29	3.4%	0	5/29	17.24%
<b>Year 6</b>	4/29	13.8%	0	2/29	6.89%

Number of SEND population	
SEND categorisation	St Barnabas Dec 2021
Cognition and Learning	5
Emotional, Social and Mental Health	2
Communication and Interaction	2
Sensory and/or physical needs	4
Total SEND	13

Total number of children receiving SEND support	12
Number of children on 'ones to watch' list	13
Total number of children with EHCPs	0
Total percentage of children with SEND	5.8%
Total percentage of Pupil Premium children	12%

# 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 broad and ambitious curriculum.	New handwriting scheme has ensured handwriting & presentation are improving. Effective interventions are plugging gaps.
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 and British Values and following Jesus' example in a love-filled Christian family.	Started the year with our 30 day kindness challenge & new Christian & British values points system is impacting positively on behaviour. Growth mindset being modelled and promoted by teaching staff.
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 throughout the year.	Several event days to focus on mental health & wellbeing (hello yellow & anti-bullying). Pilot school across BWD- carried out emotional health & wellbeing audit (very positive) & writing action plan.
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 know more and remember more.	Subject leaders have been preparing deep dive documents and all had shallow dive in their subjects from school advisor- was very positive and leaders spoke with confidence and passion.
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.	New EYFS curriculum is now embedded & children are making good progress. Extra TA in Reception has ensured targeted interventions take place - particularly in speech and language.
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. Values points awarded and celebrated on Fridays.

# 5 Professional development

Recent training- Autumn Term 2022	
Teachers	Support staff
<ul style="list-style-type: none"> <li>Kindness Matters &amp; Happy Tank INSET</li> <li>KCSIE 2022 update</li> <li>Instructional Coaching INSET with Trust</li> <li>British Values</li> <li>Ofsted- subject deep dive training</li> <li>Godly Play- Diocese</li> <li>Local heritage walk with guide</li> <li>Asbestos Awareness training</li> <li>Invacuation training</li> <li>New RE Questful RE curriculum</li> <li>EEF Maths mastery pilot project</li> <li>Mastering number- KS1</li> <li>History Curriculum Update</li> <li>SIG5 writing moderations</li> <li>Smart School Council (SK)</li> <li>Let's Go Sing (GA)</li> </ul>	<ul style="list-style-type: none"> <li>First Aid in schools</li> <li>Local heritage walk with guide</li> <li>Asbestos Awareness training</li> <li>Sensory Twilight</li> <li>Kindness Matters &amp; Happy Tank INSET</li> <li>KCSIE 2022 update</li> <li>British Values</li> </ul>
Leadership	
<ul style="list-style-type: none"> <li>Clive Davis - Sticky Knowledge</li> <li>Senior Mental Health Lead Qualification</li> <li>Monthly review of Ofsted practice- National College</li> <li>Learning lessons from Ofsted reports- National College</li> <li>HSE Asbestos Awareness training- Every</li> <li>BWD Head's Briefing</li> </ul>	<ul style="list-style-type: none"> <li>* Staff Wellbeing Charter</li> <li>*KCSIE22 training for DSL's</li> <li>* Online Safety</li> <li>*Safeguarding for DSL's</li> </ul>

Impact of training
<p>*All staff have current safeguarding knowledge of KCSIE 202, can identify safeguarding concerns and know how to report concerns- this was evidenced in our recent safeguarding review.</p> <p>*Teaching staff have increased understanding of coaching and can use that to support other colleagues and children.</p> <p>* All staff are aware of the location of asbestos in school &amp; what to do if they disturb any. An asbestos management plan has been put together along with thorough training. Mr Tierney is rolling this across the Trust and we are fully prepared is we have a HSE inspection.</p> <p>* Kindness matters challenge has been launched again and positive impact seen on behaviour. Happy tank being delivered in January.</p> <p>*All teachers have networked with year group partners from SIG5 schools &amp; have looked at writing moderation using Pobble which has increased confidence in what an expected child looks like.</p> <p>*6 members of staff have completed first aid in schools and 1 paediatric- everyone up to date with first aid.</p> <p>*Local heritage walk &amp; exploring the heritage centre- collective thought of how we can use our local area to enhance our curriculum. Several visits taken place in local area this term.</p> <p>*Leadership team are up to date with ofsted updates and have informed teaching team.</p> <p>*EEF maths mastery pilot- Maths leader informed teachers</p>

# 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. They have also created progression documents and regularly monitor coverage of skills and knowledge.

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

## Areas for improvement

\*Leaders are constantly working on adapting 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 and to ensure that our children know and remember more.

\*We have some leaders that are new to the subject due to maternity leaves so they need to get to grips with their subjects in order to continue to drive improvement.

\*To continually 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

## EYFS Data

30 pupils Period: Rec Aut2	Below	Risk or higher	At or higher	Above or higher
Word Reading	7 (23.3%)	23 (76.7%)	15 (50.0%)	0 (0%)
Writing	10 (33.3%)	20 (66.7%)	12 (40.0%)	0 (0%)
Number	8 (26.7%)	22 (73.3%)	18 (60.0%)	0 (0%)

Year 1 (30 pupils) Aut2 22-23	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Reading	6 (20.0%)	24 (80.0%)	16 (53.3%)	1 (3.3%)	0 (0%)
Writing	6 (20.0%)	24 (80.0%)	16 (53.3%)	0 (0%)	0 (0%)
Mathematics	6 (20.0%)	24 (80.0%)	18 (60.0%)	0 (0%)	0 (0%)
Combined	Below in one or more 7 (23.3%)	Risk or higher in all 23 (76.7%)	At or higher in all 13 (43.3%)	Above or higher in all 0 (0%)	Significantly Above in all 0 (0%)

Year 2 (31 pupils) Aut2 22-23	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Reading	8 (25.8%)	23 (74.2%)	17 (54.8%)	8 (25.8%)	0 (0%)
Writing	9 (29.0%)	22 (71.0%)	14 (45.2%)	0 (0%)	0 (0%)
Mathematics	2 (6.5%)	29 (93.5%)	28 (90.3%)	12 (38.7%)	0 (0%)
Combined	Below in one or more 9 (29.0%)	Risk or higher in all 22 (71.0%)	At or higher in all 13 (41.9%)	Above or higher in all 0 (0%)	Significantly Above in all 0 (0%)

Year 3 (29 pupils) Aut2 22-23	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Reading	3 (10.3%)	26 (89.7%)	20 (69.0%)	5 (17.2%)	2 (6.9%)
Writing	6 (20.7%)	23 (79.3%)	14 (48.3%)	1 (3.4%)	0 (0%)
Mathematics	10 (34.5%)	19 (65.5%)	14 (48.3%)	2 (6.9%)	0 (0%)
Combined	Below in one or more 10 (34.5%)	Risk or higher in all 19 (65.5%)	At or higher in all 11 (37.9%)	Above or higher in all 0 (0%)	Significantly Above in all 0 (0%)

# 8 Attainment

Year 4 (30 pupils) Aut2 22-23	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Reading	7 (23.3%)	23 (76.7%)	16 (53.3%)	7 (23.3%)	0 (0%)
Writing	8 (26.7%)	22 (73.3%)	13 (43.3%)	4 (13.3%)	0 (0%)
Mathematics	8 (26.7%)	22 (73.3%)	15 (50.0%)	5 (16.7%)	1 (3.3%)
Combined	Below in one or more 10 (33.3%)	Risk or higher in all 20 (66.7%)	At or higher in all 10 (33.3%)	Above or higher in all 3 (10.0%)	Significantly Above in all 0 (0%)

Year 5 (29 pupils) Aut2 22-23	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Reading	5 (17.2%)	24 (82.8%)	17 (58.6%)	6 (20.7%)	0 (0%)
Writing	5 (17.2%)	24 (82.8%)	13 (44.8%)	6 (20.7%)	0 (0%)
Mathematics	5 (17.2%)	24 (82.8%)	19 (65.5%)	6 (20.7%)	0 (0%)
Combined	Below in one or more 8 (27.6%)	Risk or higher in all 21 (72.4%)	At or higher in all 11 (37.9%)	Above or higher in all 5 (17.2%)	Significantly Above in all 0 (0%)

Year 6 (29 pupils) Aut2 22-23	Below	Risk or higher	At or higher	Above or higher	Significantly Above
Reading	3 (10.3%)	26 (89.7%)	20 (69.0%)	9 (31.0%)	2 (6.9%)
Writing	5 (17.2%)	24 (82.8%)	16 (55.2%)	5 (17.2%)	0 (0%)
Mathematics	5 (17.2%)	24 (82.8%)	18 (62.1%)	4 (13.8%)	1 (3.4%)
Combined	Below in one or more 6 (20.7%)	Risk or higher in all 23 (79.3%)	At or higher in all 12 (41.4%)	Above or higher in all 0 (0%)	Significantly Above in all 0 (0%)



# 9 Progress- Summer 2 to Autumn 2

Year 2: 31 pupils		Missing Assessment	Below		On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	31 (100%)	0 (0%)	16.1%	25.8%	83.9%	74.2%	1.7
Change:				9.7		-9.7	
Year 2: 31 pupils		Missing Assessment	Below		On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	31 (100%)	0 (0%)	22.6%	29.0%	77.4%	71.0%	1.4
Change:				6.4		-6.4	
Year 2: 31 pupils		Missing Assessment	Below		On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	31 (100%)	0 (0%)	12.9%	6.5%	87.1%	93.5%	2.7
Change:				-6.4		6.4	
Year 3: 29 pupils		Missing Assessment	Below		On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	29 (100%)	0 (0%)	24.1%	10.3%	75.9%	89.7%	2.0
Change:				-13.8		13.8	
Year 3: 29 pupils		Missing Assessment	Below		On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	29 (100%)	0 (0%)	44.8%	20.7%	55.2%	79.3%	2.4
Change:				-24.1		24.1	
Year 3: 29 pupils		Missing Assessment	Below		On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	29 (100%)	0 (0%)	27.6%	34.5%	72.4%	65.5%	1.9
Change:				6.9		-6.9	
Year 4: 30 pupils		Missing Assessment	Below		On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	30 (100%)	0 (0%)	10.0%	23.3%	90.0%	76.7%	0.8
Change:				13.3		-13.3	
Year 4: 30 pupils		Missing Assessment	Below		On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	30 (100%)	0 (0%)	20.0%	26.7%	80.0%	73.3%	1.1
Change:				6.7		-6.7	
Year 4: 30 pupils		Missing Assessment	Below		On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	30 (100%)	0 (0%)	20.0%	26.7%	80.0%	73.3%	1.5
Change:				6.7		-6.7	

Year 5: 29 pupils		Missing Assessment	Below		On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	29 (100%)	1 (3.4%)	10.7%	14.3%	89.3%	85.7%	1.0
Change:				3.6		-3.6	
Year 5: 29 pupils		Missing Assessment	Below		On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	29 (100%)	1 (3.4%)	14.3%	14.3%	85.7%	85.7%	1.2
Change:				0.0		0.0	
Year 5: 29 pupils		Missing Assessment	Below		On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	29 (100%)	1 (3.4%)	10.7%	14.3%	89.3%	85.7%	1.7
Change:				3.6		-3.6	
Year 6: 29 pupils		Missing Assessment	Below		On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	29 (100%)	0 (0%)	10.3%	10.3%	89.7%	89.7%	2.2
Change:				0.0		0.0	
Year 6: 29 pupils		Missing Assessment	Below		On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	29 (100%)	0 (0%)	24.1%	17.2%	75.9%	82.8%	2.1
Change:				-6.9		6.9	
Year 6: 29 pupils		Missing Assessment	Below		On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Aut2 22-23	Sum2 21-22	Aut2 22-23	
All Pupils	29 (100%)	0 (0%)	17.2%	17.2%	82.8%	82.8%	1.8
Change:				0.0		0.0	

# 10 Safeguarding

		Changes since last LGC
Safeguarding classification	Number of children	
Child protection	3	One child still on Child Protection plan
Child in need	0	Two children undergoing Section 47 enquiry
Early help	5	
Referrals made since last LGC	0	Three families receiving early help for either separation anxiety and having CBT from the MHST or facing financial hardship
Operation Encompass Referrals since last LGC	0	
Children looked after including post LAC	4	LAC children have either been adopted or have a special guardianship order (SGO)- doing well but being monitored



# 11 Behaviour

Exclusions	Autumn 22	Spring 23	Summer 23	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

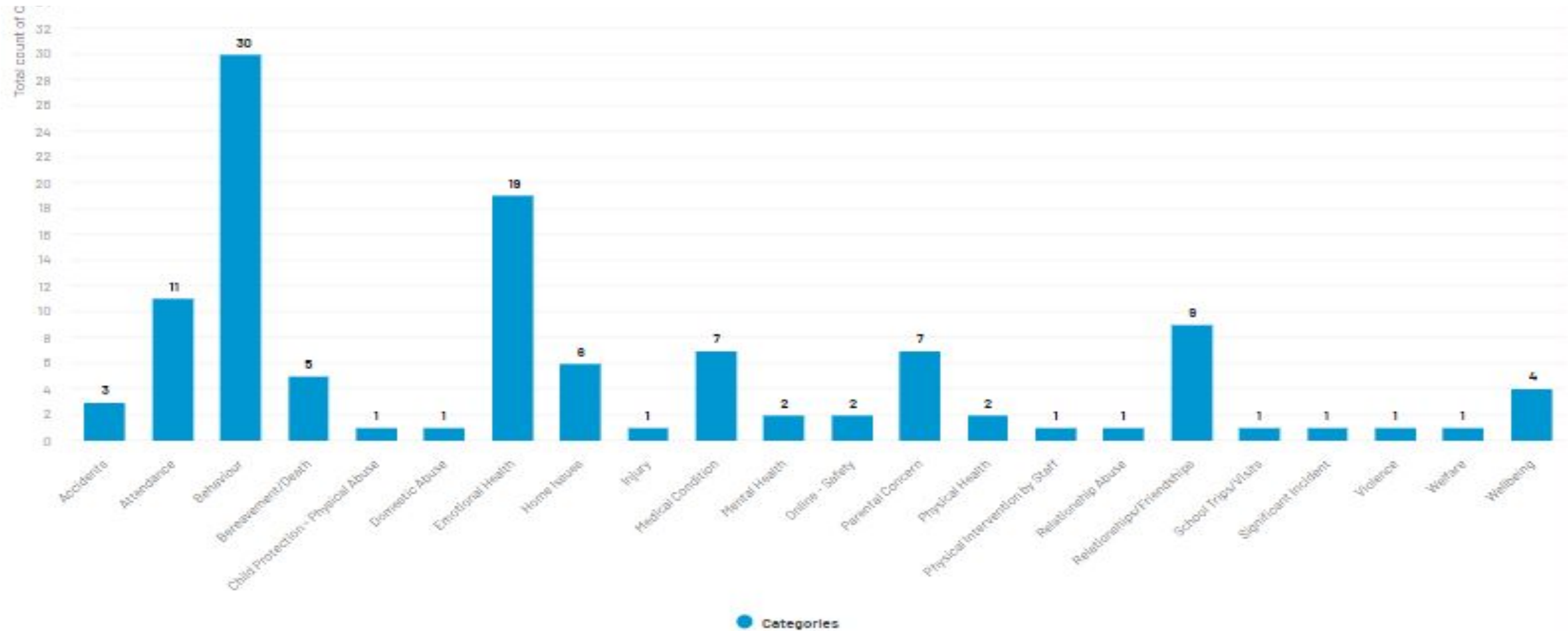
Sexual harassment	Autumn 22	Spring 23	Summer 23	Total
Allegations of sexual harassment	0	0	0	0
Substantiated	0	0	0	0
Unsubstantiated - no concrete evidence	0	0	0	0
Malicious	0	0	0	0

Bullying	Autumn 22	Spring 23	Summer 23	Total
Allegations of bullying	0	0	0	0
Substantiated	0	0	0	0
Unsubstantiated - Conflict / mean, not bullying	0	0	0	0
Malicious	0	0	0	0
Unfounded	0	0	0	0

Racism	Autumn 22	Spring 23	Summer 23	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

# 12 Safeguarding & Behaviour concerns

Summer Term 2022

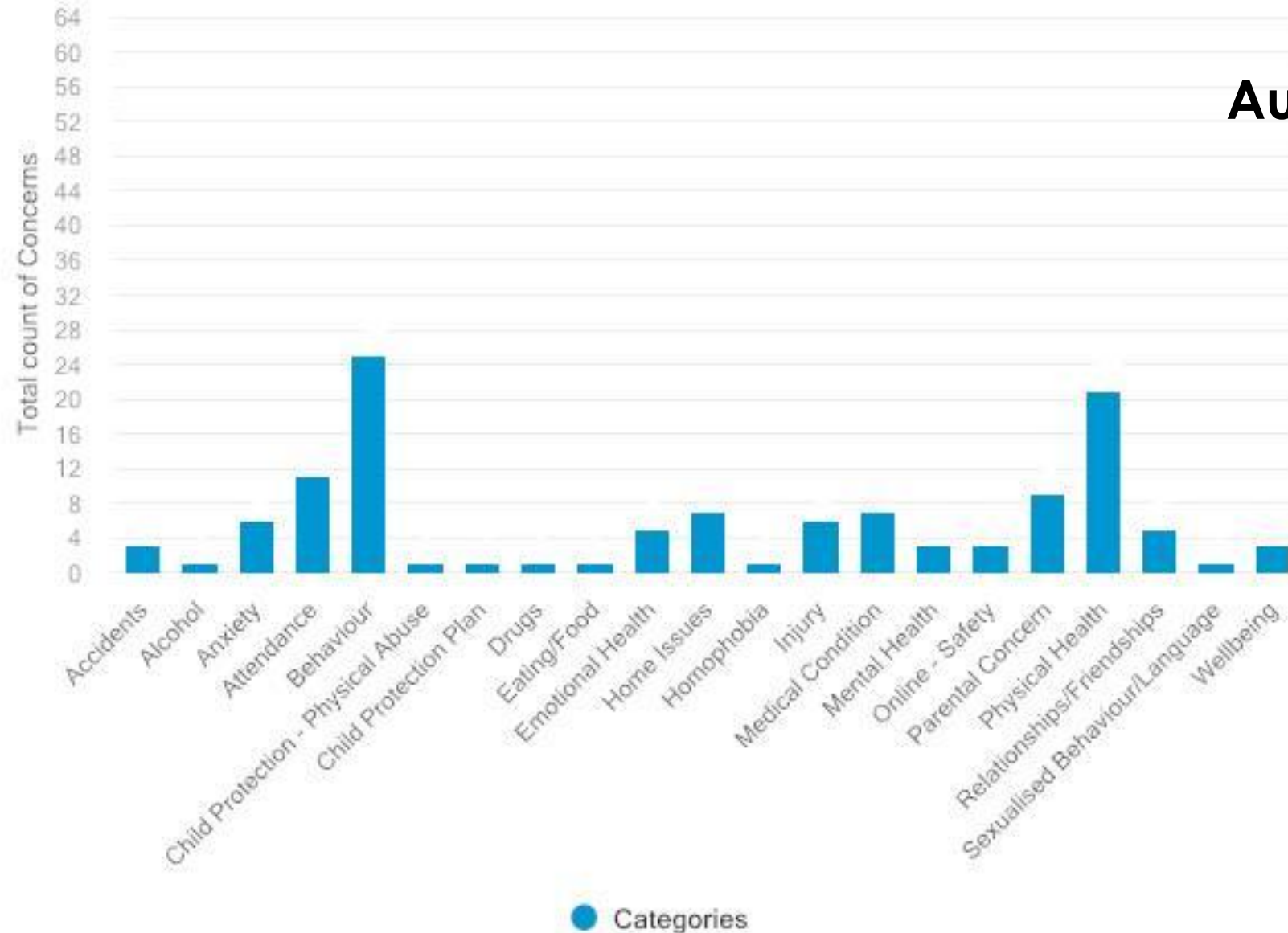




# 11 Safeguarding & Behaviour concerns

Concerns linked to categories

**Autumn Term 2022**



# 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...