



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

Headteacher's Report December 2021

page

2

Number on roll
and
attendance

page

3

SEND and
Pupil
Premium

page

4

Academy
development
plan progress

page

5

Professional
learning

page

6

Quality of education –
data overview of
attainment and progress

page

9

Safeguarding

page

11

Behaviour

page

12

Strategic
Questioning

2 Number on roll and attendance

NoR

	Girls	Boys	Total
YR	15	15	30
Y1	16	14	30
Y2	15	14	29
Y3	14	15	29
Y4	7	22	29
Y5	14	16	30
Y6	11	19	30
Total	92	115	207

Roll commentary

We have pretty even splits of boys and girls except for Year 4 and 6.

We have two requests for a place in the Year 4 class but there is only one place available. We are awaiting further information from admissions.

We already have 71 applications of which 36 are first place choices for September 2022. We have 19 siblings due to start in September.

Attendance

96.41%	All	SEND	PP	Persistent absence
YR	96.59%	94.57%	88.11%	13.33% (4)
Y1	96.72%	98.78%	95.86%	6.67% (2)
Y2	97.14%	97.43%	97.10%	6.90% (2)
Y3	97.06%	100%	96.9%	6.90% (2)
Y4	96.42%	90.19%	93.06%	10.34% (3)
Y5	96.91%	96.11%	96.43%	3.33% (1)
Y6	94.05%	95.44%	92.52%	10% (3)

Attendance commentary

Attendance is still above our school and Trust target of 96% but has been affected by sickness bugs and winter coughs and colds. Those with poor attendance are being monitored but their absence has been authorised for genuine reasons e.g. chicken pox, isolating etc

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
Year R	2/30	6.67%	0	2/30	6.67%
Year 1	2/30	6.67%	0	6/30	20%
Year 2	2/29	6.89%	0	1/29	3.44%
Year 3	0/29	0%	0	7/29	24%
Year 4	1/29	3.45%	0	3/29	10.34%
Year 5	3/30	10%	0	2/30	6.67%
Year 6	4/30	13.3%	0	4/30	13.3%

Total number of children receiving SEND support	14
Number of children on 'ones to watch' list	23
Total number of children with EHCPs	0
Total number of children with SEND	6.7%

Percent of SEND population

SEND categorisation	St Barnabas % Dec 2021
Cognition and Learning	4
Emotional, Social and Mental Health	0
Communication and Interaction	5
Sensory and/or physical needs	5
Total SEND	14

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 having positive impact on early reading & writing. RWI spelling scheme having positive impact on spelling in Y2-6. 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 Values and following Jesus' example in a love-filled Christian family.	Clamping down on behaviour at break and lunch times & led worships on respect due to dip in 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 on returning back to school after a period of extended school closure and throughout the year.	Children are continuing to enjoy wellbeing Wednesdays. Several event days to focus on mental health & wellbeing (hello yellow & anti-bullying). 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'.	Book looks this term have helped identify inconsistencies, gaps in learning, resources needed etc.
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 being embedded due to early adopter last year-children making good progress.
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- Autumn Term 2021

Teachers

- Growth Your Mindset INSET
- Safeguarding Twilight
- Website Training
- Fundamental Coaching INSET with Trust
- Art CPD at DACA
- Smart School Council (MG)
- Let's Go Sing (GA)

Support staff

- Growth Your Mindset INSET
- Safeguarding Twilight
- The importance of talk
- Social Stories training
- ELSA training (DH & KL)

Recent training- Autumn Term 2021

Leadership

- PEP training for DSL's
- DSL Module 1 & 2
- Diocesan Heads and new to Deputy Headship Diocesan CPD
- Coming Back Stronger- run by BWD
- Leadership Coaching
- Inspection Coach
- Headteacher Coaching
- Pupil Premium- closing the gap

Impact of training

Consider impact on:

*More positive mindsets from staff and growth mindset being promoted in classrooms. Culture of learning from mistakes and failure

*All staff have current safeguarding knowledge of KCSIE 2021, can identify safeguarding concerns and know how to report concerns

*All teaching staff using school website to , inform parents about what children are learning, promote the subjects they lead and as a way of providing evidence for SIAMS and Ofsted

*Teaching staff have increased understanding of coaching and can use that to support other colleagues and children

*ELSA trained staff are supporting identified children with their emotional literacy

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

30 pupils Period: Rec Aut2	Below	Risk	At	Above	Significantly Above
Word Reading	11 (36.7%)	2 (6.7%)	17 (56.7%)	0 (0%)	0 (0%)
Writing	13 (43.3%)	2 (6.7%)	15 (50.0%)	0 (0%)	0 (0%)
Number	7 (23.3%)	1 (3.3%)	22 (73.3%)	0 (0%)	0 (0%)

Year 1 (30 pupils) Aut2 21-22	Below	On Track or higher	Higher
Reading	6 (20.0%)	24 (80.0%)	5 (16.7%)
Writing	6 (20.0%)	24 (80.0%)	5 (16.7%)
Mathematics	2 (6.7%)	28 (93.3%)	7 (23.3%)
Combined	Below in one or more 6 (20.0%)	On Track or higher in all 24 (80.0%)	Higher in all 5 (16.7%)

Year 4 (29 pupils) Aut2 21-22	Below	On Track or higher	Higher
Reading	5 (17.2%)	24 (82.8%)	6 (20.7%)
Writing	5 (17.2%)	24 (82.8%)	6 (20.7%)
Mathematics	3 (10.3%)	26 (89.7%)	5 (17.2%)
Combined	Below in one or more 7 (24.1%)	On Track or higher in all 22 (75.9%)	Higher in all 5 (17.2%)

Year 2 (29 pupils) Aut2 21-22	Below	On Track or higher	Higher
Reading	3 (10.3%)	26 (89.7%)	6 (20.7%)
Writing	6 (20.7%)	23 (79.3%)	5 (17.2%)
Mathematics	3 (10.3%)	26 (89.7%)	5 (17.2%)
Combined	Below in one or more 6 (20.7%)	On Track or higher in all 23 (79.3%)	Higher in all 4 (13.8%)

Year 5 (30 pupils) Aut2 21-22	Below	On Track or higher	Higher
Reading	2 (6.7%)	28 (93.3%)	0 (0%)
Writing	0 (0%)	30 (100%)	0 (0%)
Mathematics	0 (0%)	30 (100%)	3 (10.0%)
Combined	Below in one or more 2 (6.7%)	On Track or higher in all 28 (93.3%)	Higher in all 0 (0%)

Year 3 (29 pupils) Aut2 21-22	Below	On Track or higher	Higher
Reading	4 (13.8%)	25 (86.2%)	3 (10.3%)
Writing	10 (34.5%)	19 (65.5%)	4 (13.8%)
Mathematics	7 (24.1%)	22 (75.9%)	5 (17.2%)
Combined	Below in one or more 10 (34.5%)	On Track or higher in all 19 (65.5%)	Higher in all 3 (10.3%)

Year 6 (30 pupils) Aut2 21-22	Below	On Track or higher	Higher
Reading	6 (20.0%)	24 (80.0%)	5 (16.7%)
Writing	6 (20.0%)	24 (80.0%)	4 (13.3%)
Mathematics	8 (26.7%)	22 (73.3%)	3 (10.0%)
Combined	Below in one or more 11 (36.7%)	On Track or higher in all 19 (63.3%)	Higher in all 1 (3.3%)

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- Summer 2 to Autumn 2

Year 2: 29 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	29 (100%)	0 (0%)	89.7%	89.7%	2.0

Change:

Year 2: 29 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	29 (100%)	0 (0%)	79.3%	79.3%	2.0

Change:

Year 2: 29 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	29 (100%)	0 (0%)	89.7%	89.7%	2.0

Change:

Year 3: 29 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	29 (100%)	0 (0%)	86.2%	86.2%	1.7

Change:

Year 3: 29 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	29 (100%)	0 (0%)	72.4%	65.5%	1.6

Change:

Year 3: 29 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	29 (100%)	0 (0%)	79.3%	75.9%	1.9

Change:

Year 4: 29 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	29 (100%)	1 (3.4%)	78.6%	85.7%	2.6

Change:

Year 4: 29 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	29 (100%)	1 (3.4%)	78.6%	85.7%	2.8

Change:

Year 4: 29 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	29 (100%)	1 (3.4%)	82.1%	92.9%	2.9

Change:

Year 5: 30 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	30 (100%)	0 (0%)	96.7%	93.3%	1.6

Change:

Year 5: 30 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	30 (100%)	0 (0%)	86.7%	100%	2.5

Change:

Year 5: 30 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	30 (100%)	0 (0%)	93.3%	100%	2.7

Change:

Year 6: 30 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	30 (100%)	0 (0%)	93.3%	80.0%	1.7

Change:

Year 6: 30 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	30 (100%)	0 (0%)	93.3%	80.0%	1.8

Change:

Year 6: 30 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 20-21	Aut2 21-22	
All Pupils	30 (100%)	0 (0%)	96.7%	73.3%	1.5

Change:

Change Key:

Increase in %

Decrease in %

Unchanged

9 Safeguarding

Safeguarding classification	Number of children	Changes since last LGC
Child protection	0	One child now Child in Need
Child in need	3	Two children due to be stepped down from Child in Need level
Early help	1	Two LAC children in process of a Special Guardianship Order- no concerns
Referrals made since last LGC	0	
Referrals accepted since last LGC	1	One family having early help to support with transition into school
Children looked after	2	

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

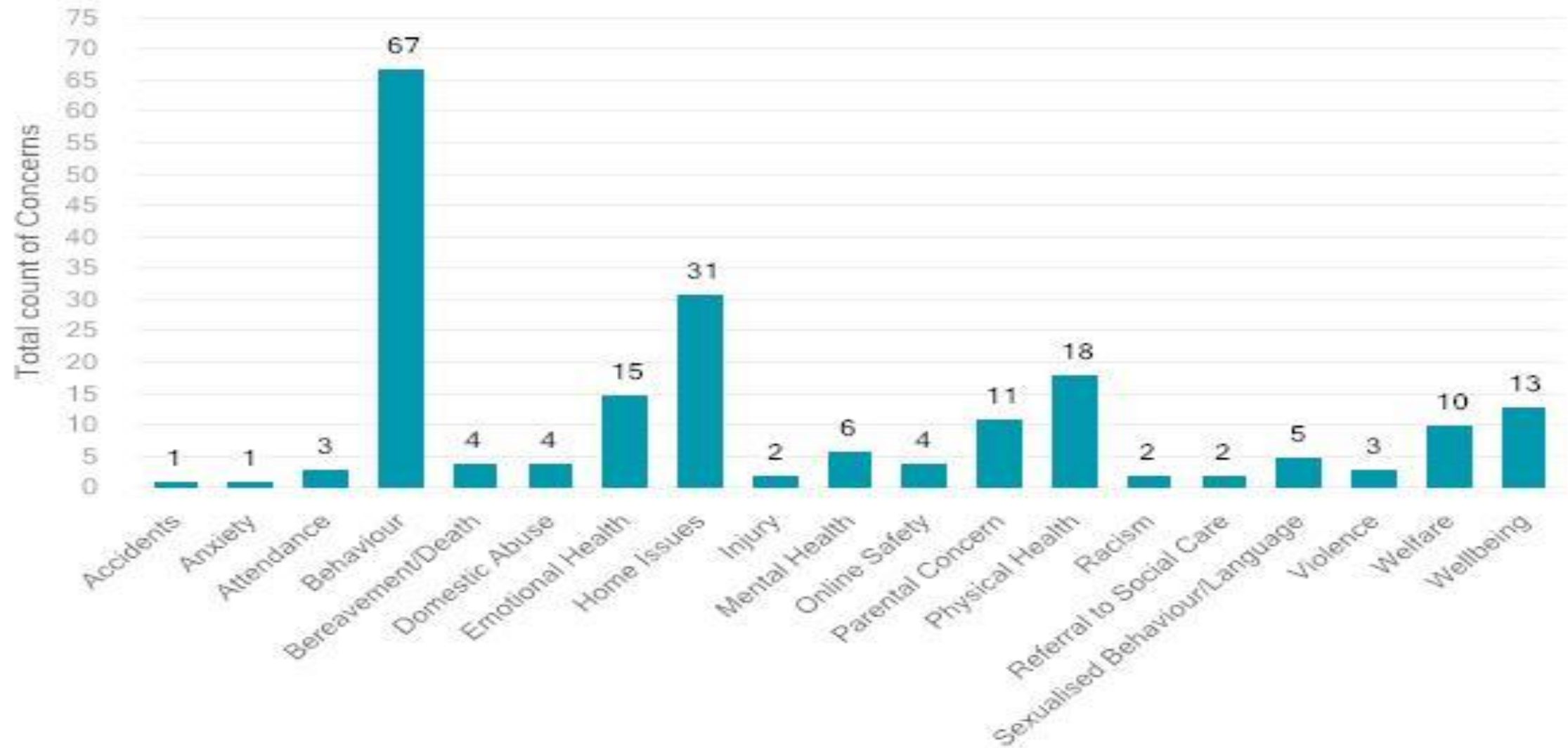
Sexual harassment	Autumn 21	Spring 22	Summer 22	Total
Allegations of sexual harassment	1	0	0	1
Substantiated	1	0	0	0
Unsubstantiated - no concrete evidence	0	0	0	0
Malicious	0	0	0	0

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

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...