St Barnabas
Church of England Primary Academy
A member of C+DARI

Headteacher's Report
July 2022

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	16	30
Y4	7	22	29
Y5	14	15	29
Y6	11	19	30
Total	93	115	208

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)

Full year Attendance (up to 6/7/22)

95.25%	All	SEND	PP	PA
YR	95.50%	95.02%	90.74%	3.3% (1)
Y1	94.99%	100%	90.89%	6.67% (2)
Y2	95.39%	96.18%	94.90%	6.67% (2)
Y3	96.81%		96.25%	0%
Y4	94.89%	87.97%	90.62%	13.79% (4)
Y5	95.72%	93.23%	95.77%	3.3% (1)
Y6	93.51%	96.71%	91.11%	10% (3)

Roll commentary

This term we have had one boy join our Year 3 class so we are only 1 place off being full. However, one child left Y5 as he had been awaiting a place at a school in Lower Darwen as he lives there.
In September we will possibly be losing 1 child from Y2 due to a child protection issue. 1 child in our current Y2 is moving to Cyprus as his dad has been posted out there in the army and 1 child in Year 4 is moving to his parent's school in Blackburn as his older sibling will be starting high school in Blackburn. We are proactively trying to fill these places.

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. 46 children covid cases & 12 staff covid cases since January (over the last two weeks we have had another wave of covid too with 7 more cases and several cases of chicken pox.) 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. Plans in place for promoting attendance next year e.g. amazing attendance awards

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	1/30	3.33%	0	2/30	6.67%
Year 1	1/30	3.33%	0	7/30	23.3%
Year 2	3/30	10%	0	3/30	10%
Year 3	0/30	0%	0	4/30	13.3%
Year 4	1/29	3.45%	0	4/29	13.7%
Year 5	3/30	10%	0	2/29	6.89%
Year 6	4/30	13.3%	0	5/30	16.6%

Total number of children receiving SEND support	13
Number of children on 'ones to watch' list	18
Total number of children with EHCPs	0
Total number of children with SEND	6.25%

SEND categorisation	Number of SEND population St Barnabas March 2022
Cognition and Learning	6
Emotional, Social and Mental Health	0
Communication and Interaction	2
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.	Tutoring is developing confidence and closing gaps in reading & maths. Effective teaching and targeted interventions are ensuring good progress and attainment.
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.	Continued focus on kindness- seeing a positive difference in the children and reduced number of concerns. Christian values continually referred to in worship and managing behaviour.
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.	Mental health workshops from the Lily Jo project for mental health awareness week. Trained ELSA's have regular sessions with children & referrals to MHST. Transition sessions for children going to high school and move up afternoon
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 has focused on curriculum and ensuring we have a broad and balanced curriculum which is bespoke to the needs of our children.
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 children have made good progress from poor starting points. 80% achieved a GLD.
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.	Held our first Easter church service in 3 years & messy church. Parents have been invited back into celebration worship and it's well attended each week. Lillian from church attends too and several church visits have taken place such as a baptism.

5 Professional development

Recent training- Summer term 2022

Teachers	Support staff
- New to history leadership training - SIG and Cidari Network meetings - EYFS moderation - EYFS transition to school - KS1 Cidari & external moderation - Writing moderation- Pobble - Geography curriculum- Oddizzi - History curriculum- bespoke - Prevent training twilight - Fire safety and invacuation twilight - Fire awareness and fire warden online training - RSE twilight- led by Scarf - Developing a worship group - Art- Kapow - Science- Developing experts	- Prevent training twilight - Fire safety and invacuation twilight - Fire awareness and fire warden online training - RSE twilight- led by Scarf - Supporting Children's understanding of language - Supporting children's sentence building and story telling

Recent training- Spring term 2022

Leadership

- Senior mental health lead - KCSIE 2022 training - Peer on peer abuse - My concern webinar - EHCP SENCO training	- New to deputy headship programme- Blackburn Diocese - Diocesan Heads network - DSL training- Deputy Head - EVC training

Impact of training

*Curriculum CPD- Subject leaders and class teachers have worked together to plan out and resource schemes of work to be used from September. Curriculum has been revised to meet the needs of our children and to ensure progression from one year to the next.

*Prevent training twilight- all staff understand what prevent is and who to contact if they feel a child is being radicalised

RSE twilight- all staff now confident in how to answer RSE questions from children and how to teach units to their class

*Fire safety- all staff aware of fire safety procedures to be used for invacuations and evacuations. All completed indepth online fire safety qualification.

*Writing moderation- all class teachers have agreed on what an expected piece of writing is, working towards and greater depth. This has been validated at cidari and SIG moderation as well as external BWD moderators in KS1

*EVC training - informed us of plan going forward for trips and visits and how to risk manage according to level of trip. Twilight planned for September to deliver 'Visit leader training' for all class teachers.

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 ensured there is progression of skills and knowledge in their subject.

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.

*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.

*Focus on writing across school

EYFS Early Learning Goals- 2022

Aspect	Emerging	Expected
Word Reading	6 (20.0%)	24 (80.0%)
Writing	6 (20.0%)	24 (80.0%)
Number	5 (16.7%)	25 (83.3%)
Average:	**5.7 (18.9%)**	**24.3 (81.1%)**
Expected in all displayed Aspects:		**24 (80.0%)**

Year 1 Phonics Screening Check- 2022

Year Group	% who met expected standard
Year 1	**77%** (23/30)
Year 2 *(children who didn't meet expected standard in December)*	**50%** (3/6)

Year 2 SAT's- 2022

Subject	Pre Key Stage	Working towards	At expected and above	Greater Depth
Reading	**3.3%** (1/30)	**26.7%** (8/30)	**70% (21/30)**	**20%** (6/30)
Writing	**3.3%** (1/30)	**46.7%** (14/30)	**50% (15/30)**	**3.3%** (1/30)
Maths	**3.3%** (1/30)	**33.3%** (10/30)	**63.3% (19/30)**	**10%** (3/30)

Year 6 SAT's- 2022

30 children	Below ARE	ARE and above	Greater Depth	National Average 2022
Maths	**23%** (7/30)	**77%** (23/30)	**17%** (5/30)	**71%**
Reading	**10%** (3/30)	**90%** (27/30)	**37%** (11/30)	**74%**
GPS	**23%** (7/30)	**77%** (23/30)	**30%** (9/30)	**72%**
Writing (TA)	**33%** (10/30)	**67%** (20/30)	**17%** (5/30)	**69%**
Science (TA)	**10%** (3/27)	**90%** (27/30)	N/A	**79%**

8 Progress- KS1 to KS2

Y6 (30 pupils) Subject	Teacher Assessment								
	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	National At or Greater	National Greater
Reading	5 (16.7%)*	1 (3.3%)		3 (10.0%)	12 (40.0%)	9 (30.0%)	21 (70.0%)	75%	26%
Writing	5 (16.7%)*			5 (16.7%)	13 (43.3%)	7 (23.3%)	20 (66.7%)	70%	16%
Mathematics	5 (16.7%)*	1 (3.3%)		4 (13.3%)	12 (40.0%)	8 (26.7%)	20 (66.7%)	76%	22%
Science	9 (30.0%)*				21 (70.0%)		21 (70.0%)	83%	
Rdg, Wri & Mth	12 (40.0%)*					6 (20.0%)	18 (60.0%)		

30 children	Pre Key Stage	Below ARE	ARE and above	Greater Depth	National Average 2022
Maths	3% (1/30)	23% (7/30)	77% (23/30)	17% (5/30)	71%
Reading	3% (1/30)	10% (3/30)	90% (27/30)	37% (11/30)	74%
GPS	3% (1/30)	23% (7/30)	77% (23/30)	30% (9/30)	72%
Writing (TA)	3% (1/30)	33% (10/30)	67% (20/30)	17% (5/30)	69%
Science (TA)	3% (1/30)	10% (3/27)	90% (27/30)	N/A	79%

5 children have joined the class since the KS1 SATS so haven't got their data on target tracker. In September we will receive the official progress data.

9 Safeguarding

Safeguarding classification	Number of children
Child protection	1
Child in need	2
Early help	1
Referrals made since last LGC	1
Referrals accepted since last LGC	1
Children looked after	2

Changes since last LGC

One child who was on Child in Need- was initially stepped down but now on child protection

Two new children added to Child in Need

Two LAC granted Special Guardianship Order- no concerns

Several parents receiving informal early help in the form of being sign posted to support forums, mental health specialists etc

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

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

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

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

Autumn Term
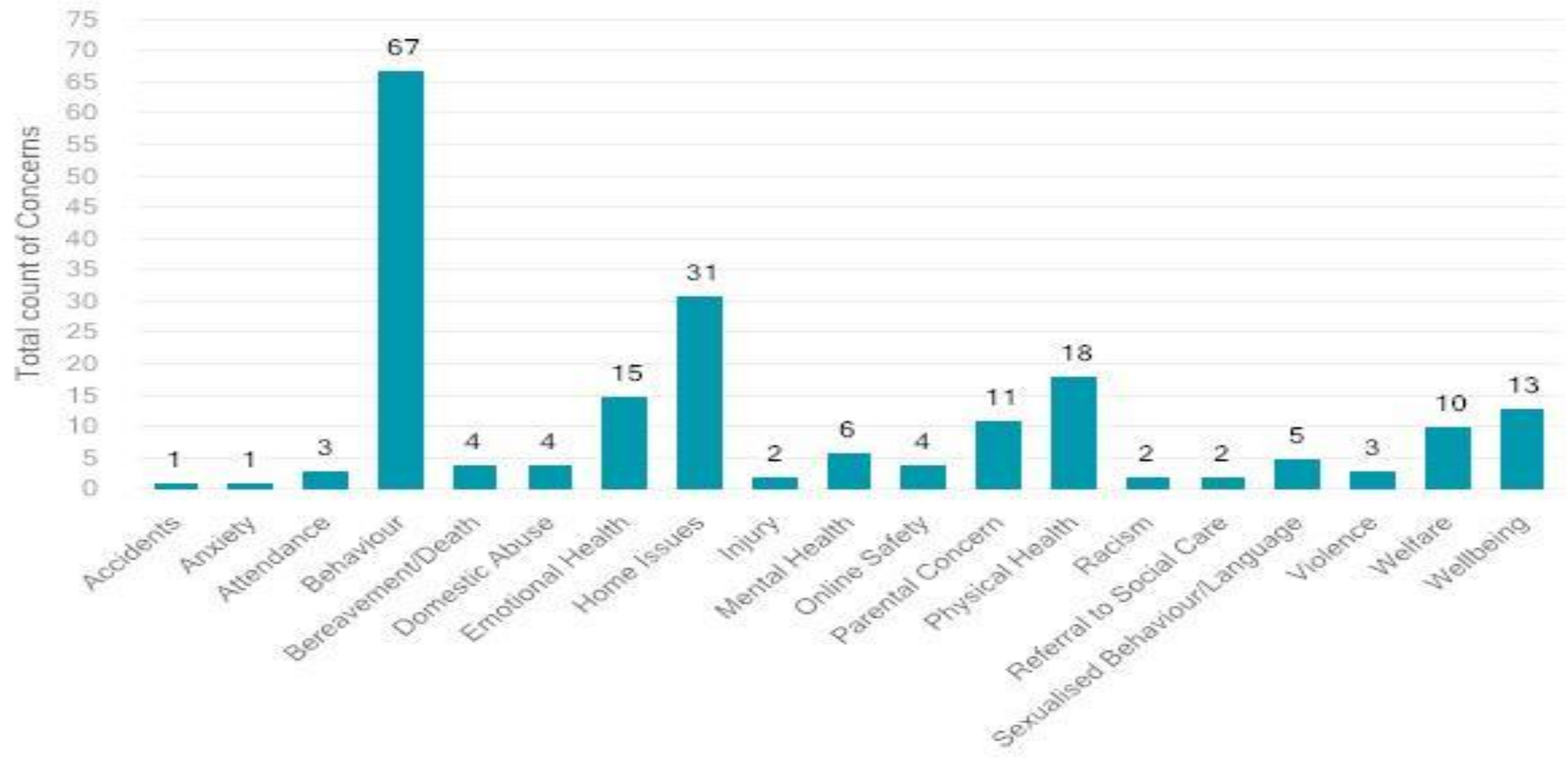
Concerns linked to categories

Spring Term
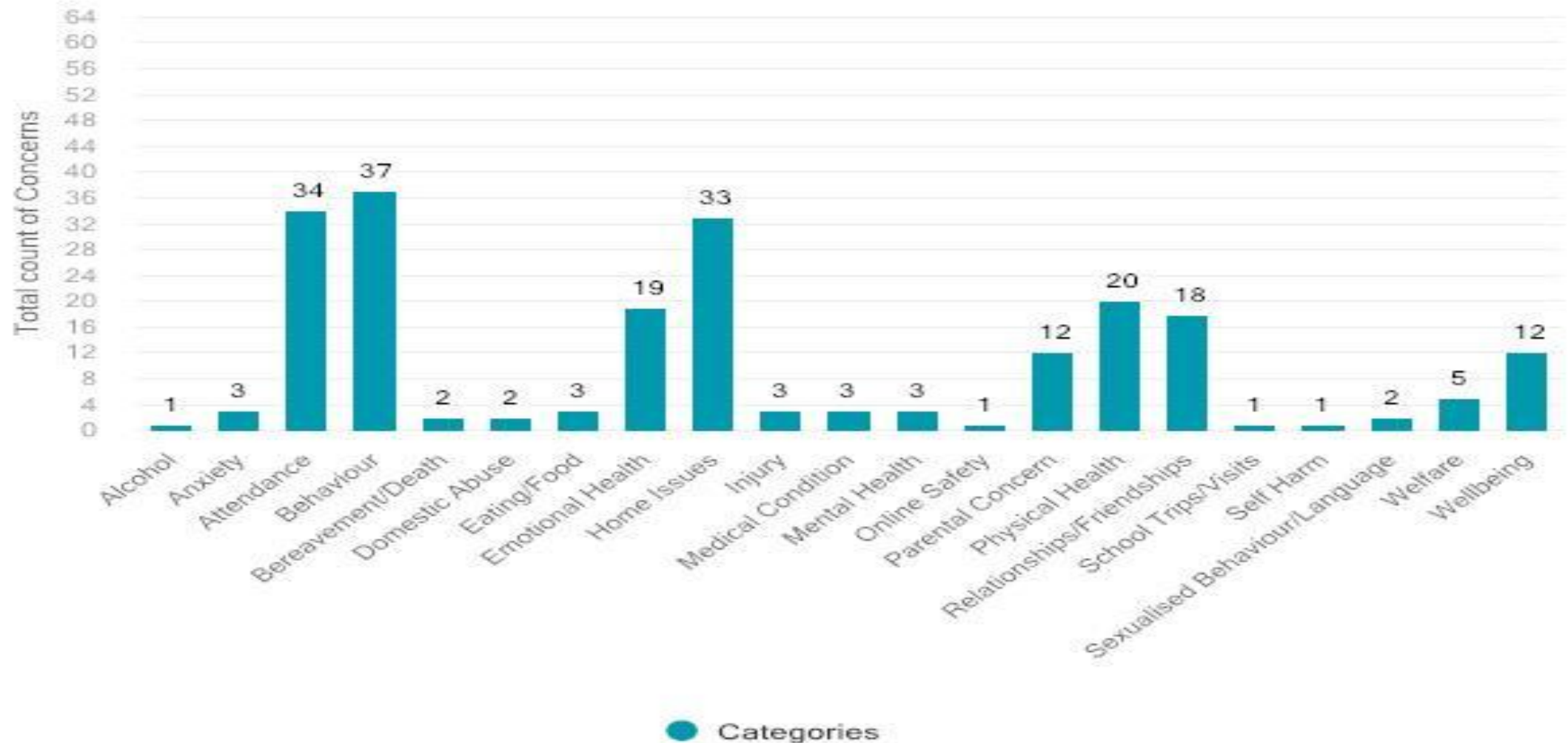
Concerns linked to categories

Summer Term

Concerns linked to categories
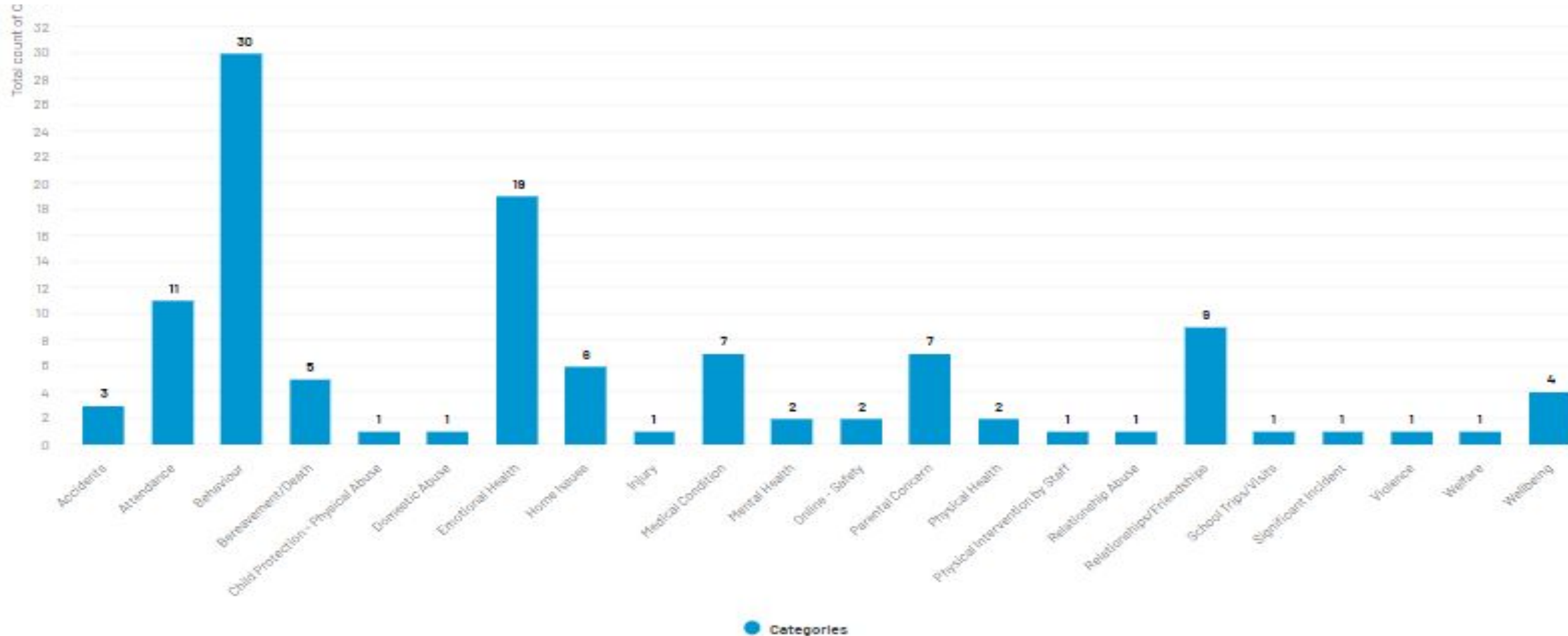
Information questions   Tell us more about...

Intention questions   What is the reason for...

Causation questions   Why did...

Meaning questions   Why is it that...

Implications questions   What are the implications of...