



Wick Court Farm Yr 6 2014

Headteacher's Report to Governors

Autumn Term 2014

Charles Dickens Primary School



Shakespeare Schools Festival 2014

The leadership and management of the school

Headteacher's Report to Governors

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School numbers and basic characteristics

Number on roll	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
	32 fte	45	60	61	45	45	45	44

Basic characteristics of the school – as of Nov 2014			
Characteristic	National	School	Comparison
Number on roll	263	383	Above average
% free school meal eligibility	26.6%	46.8%	Above average
% pupils from minority ethnic groups	29.7	74%	Well above average
% pupils with first language not English	18.8%	45.4%	Well above average
Deprivation indicator	0.24	0.35	Above average
% pupils SA+ and Statements (SA)	8.9%	5.7%	Average

Pupil Premium expenditure

Leadership

Total amount allocated for 2014/5: expected £214,000

Strategy – Autumn Term	Activities
Increasing learning time and individualising support	<ul style="list-style-type: none"> • 1 to 1 reading by 3 specially trained teaching assistant using the reading recovery approach. • A larger number of booster classes in Year 2 and Year 6 • booster Phonics sessions Y1 before school 2 HLTAs in both year 2 and year 6 • extra class in year 5/6 to allow for pupils to be taught in single year groups. £51,117
Minimising the impact of emotional and behavioural barriers to learning	<ul style="list-style-type: none"> • A pastoral team provided mentoring and counselling. • family liaison officer supported the most vulnerable pupils both in class, at play times and through direct support for their families • an educational psychologist provides weekly group sessions for pupils according to need and support for families • additional TA Year 3 and Yr 1 - supporting pupils with challenging behaviour £11,942
Narrowing the gap between PPG and Non PPG in Early Years	<ul style="list-style-type: none"> • Additional TA in nursery and reception – increase ratios and support teachers - increased small group work £5761.46
Increasing access to the arts – including individual and group tuition	<ul style="list-style-type: none"> • Dancer in Residence working with Year 5/6 and Year 3/4 • Artist in residence working with year 3/4 and GT pupils in KS2 • Individual music tuition bursaries for pupils from R to Y6 – 20 pupils - • G and T art lessons for pupils in KS2 and KS1 – 1 hour per week after school £7300
Increasing access to rural experiences and increasing independence of Year 5/6 pupils	<ul style="list-style-type: none"> • 50% subsidy for all pupils and option of payment plans and further reductions for PPG pupils (up to 90% of cost) £7700

Curriculum update

Reading : embedding successful approach to teaching phonics in EYFS and KS1 and leadership focus on introduction and monitoring effective use of teacher feedback and marking for guided reading books. Introduction of Level 6 expectations into guided reading in Year 6

Writing: introduction of new primary curriculum for grammar, punctuation and spelling. Leadership focus on further improving progression in writing in KS1 and Lower KS2 with planning support on teaching sequence and embedding new grammar and punctuation requirements.

Maths – introduction of new primary curriculum, delivering outreach work (linked to subject knowledge) for other southwark schools (thus improving practice at CDPS), early teaching of Level 6 in Year 6 both in class and in booster groups. development of middle leaders as effective leaders of mathematics in KS2

Science: implementation of the new curriculum for including increased focus on science in the environment, applying literacy skills in science and the new curriculum focus on changing seasons.

Creative Arts employment of dancer in residence (contemporary) and projects with following partners: Shakespeare's globe, Shakespeare Schools Festival, Pete Latanka plus visits to Unicorn Theatre, National Gallery, drumming workshops, and ..Year 3/4 Caribbean Carnival

Events and educational visits this term



**Wick Court
Residential Visit**
2 weeks for 2 classes



**Shakespeare
School Festival**
Yrs 4/5



**Friendship
Weeks**
Launching Unicef
Rights Respecting
School Agenda



**Year 3/4
Caribbean
Project**

Parents and carers

Parental involvement –

- Home learning survey (over 50 replies) – majority very positive but keen to focus on reinforcing skills and more traditional approach
- Annual Parent Survey launched Friday 21st November
- Parents evening – 18th/19th Nov
- Information Mornings – reading in Yr R, YN
- Secondary Transfer Meetings - Southwark presentation and individual meetings
- Architect newsletters

PTA –

- Children in Need ‘Heroes Day’ and cake sale - raised over £1000
- Frost Fair - 14th December 3.30pm

Developments

Changes to homework – new home learning policy in response to survey

Staffing update

Staff leaving

- JM– Reception teacher – maternity leave planned February 2015
- LJ - Year 2 teacher - maternity leave planned February 2015
- AC - current PPA teacher - qualifications preventing permanent role

New/Returning staff

- Process of appointing maternity cover began for Year 2 in October 2014
- Appointment of additional PPA cover - consideration of KS3 teacher
- FH returning from maternity leave February 2015 - to replace JM (4 days/week)

Changing roles

- FF completed accreditation to become a HLTA in KS1 (encouraged to apply for school direct teacher training)
- 4 Nursery Nurses completed Early Years Educator qualification

Staff development

INSET

- Moderation of reading, writing and maths across phases and school
- Assessment of English and Maths
- Unicef Rights Respecting School award
- Leading behaviour for learning (all staff)
- Using drama in writing

Courses attended

- Southwark leadership conference - 4 AHTs
- Stage 1 of Ofsted inspection training - HT
- NQT Southwark Training - all 4 NQTS
- Philosophy for Children - Mr Oxenham, Mr Vanson and Ms McHale
- In charge of Art - Sara Byers, Mrs Taylor, Mrs Jenkins
- UNICEF rights respecting school programme - Mr Vanson, Ms McHale and Ms Keer Keer
- KS2 PE - Mr Windle

Other

- CDPS training and support – NQT+1/2 KS2 maths course; Coaching and Development Feedback;
- LA network meetings for EYFS, EAL. E.g. HT support from LA / other schools; support/training delivered by school staff; teaching school developments etc.)

Appraisal – anonymised data – Sept to November 2013 - including leadership team

Number of staff on each pay scale	Pay Spine					
	NQTS 4 (3) teachers	MPS 5 (6) teachers (incl mat leave)	Threshold 2 (2) teachers	UPS 3 (2) teachers	Leadershi p - 5 (3) teachers (excl HT)	HLTA 4 HTLAs
<i>Staff Progression*</i>	n/a	1	2	2 (1 new to school)	2 (3 new to post)	4 (2)
<i>Quality of Teaching**</i>	n/a	2	2	2 (1 new to post)	4 (1 non class based)	100%
<i>No of Staff awarded additional responsibility points</i>		1	2	2	n/a	1

* Number of staff making progress along relevant pay spine

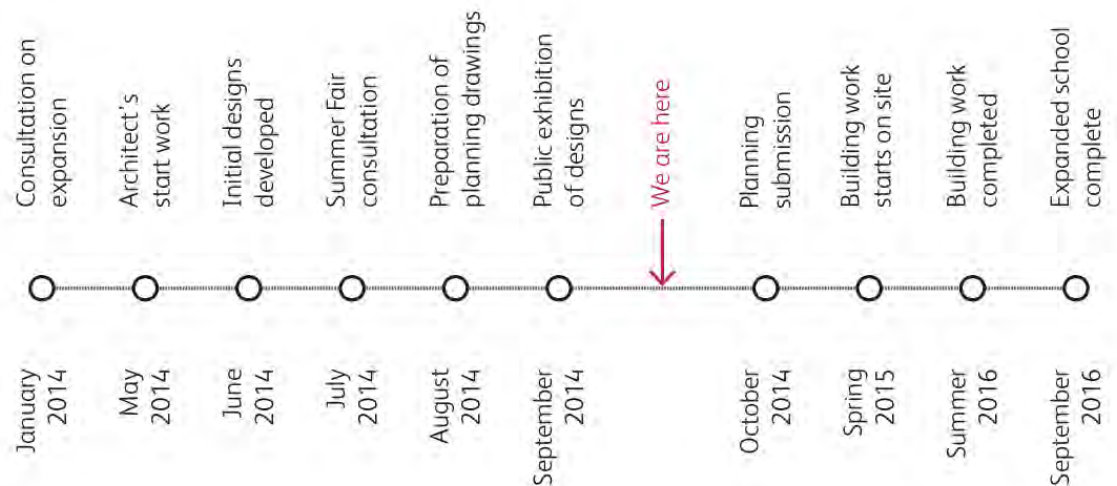
** Percentage of such staff graded as good or outstanding for overall quality of teaching

Learning environment



Building Project

- Planning permission submitted
- Consultation process closes - 9th December



Progress of school development plan - Leadership

The Progress of Key Priorities within School Development Plan - Leadership

	Objective/Action	On target	Partially on target	Off target	Notes
	Manage the physical and educational transition of the school from 1 ½ form to 2 form entry –	✓			See section on 'building 1
	Strengthen the depth and distribution of leadership through the development of new middle and senior leaders	✓			
	Improve opportunities for parental involvement and engagement in pupils' learning and the school's development journey		✓		2
	Embed performance related pay - performance management cycle for all staff	✓			3

- 2 experienced teachers involved in development and delivery of mathematics course for KS2. Lesson observations for English shared with all assistant heads and lead practitioner - AHTs analysing and taking responsibility for improving consistency of standards - rolling out the use of coaching and mentoring to support all teachers.*
- survey for home learning, newsletters and ongoing opportunities to feedback on building project, parent questionnaire, establishment of families and communities committee - yet to meet.*
- PM completed for all staff - see section on pay progression*

Self-Evaluation – Leadership and Management

Area	Grade			
	<i>Outstanding</i>	<i>Good</i>	<i>Requires Improvement</i>	<i>Inadequate</i>
<i>Leadership & Management</i>	✓			

Strengths

- Robust yet supportive performance management system – teaching and its impact on learning is evaluated formally by the SLT each term via lesson observations, 2 formal book looks, learning walks and pupil progress meetings.
- Outstanding professional development and monitoring of students and NQTs by Senior Leadership Team (SLT)
- Strong succession planning through development of middle leaders
- EYFS is led excellently and consequently standards are continuing to rise in both YN and YR
- Sharp and focused School Improvement Plan, identifying the many strengths at the school and providing a perceptive view of areas for further improvement
- Capacity to support other schools
- Communication with parents is frequent and strong — a weekly newsletter, school and class blogs, twitter and texting.
- Governors – strong blend of skills and experience – in addition to statutory duties of support and challenge, work strategically on several areas of school improvement including attendance and building development.

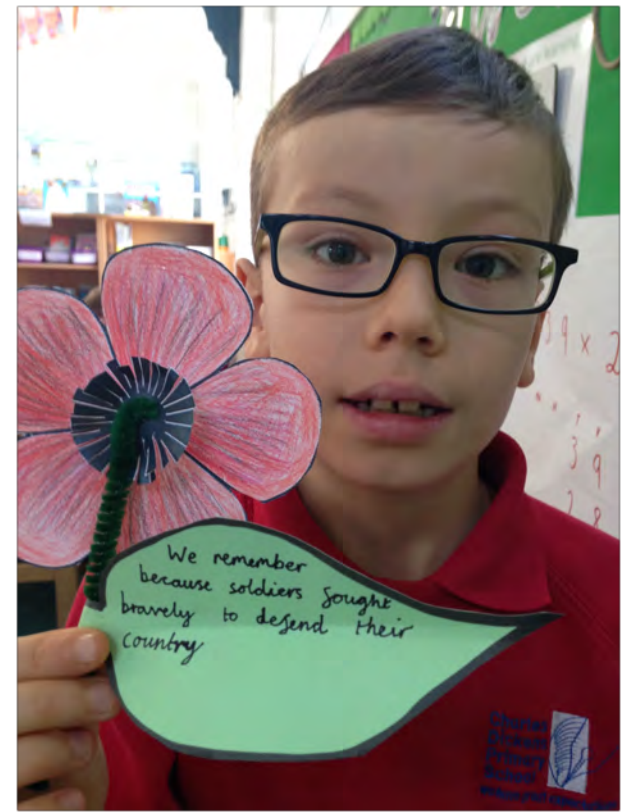
Priorities for Improvement

- Develop middle and senior leaders to ensure sustained capacity of leadership
- Manage the transition from 1 and a half to 2 form entry.
- children and families committee

The achievement of pupils at the school

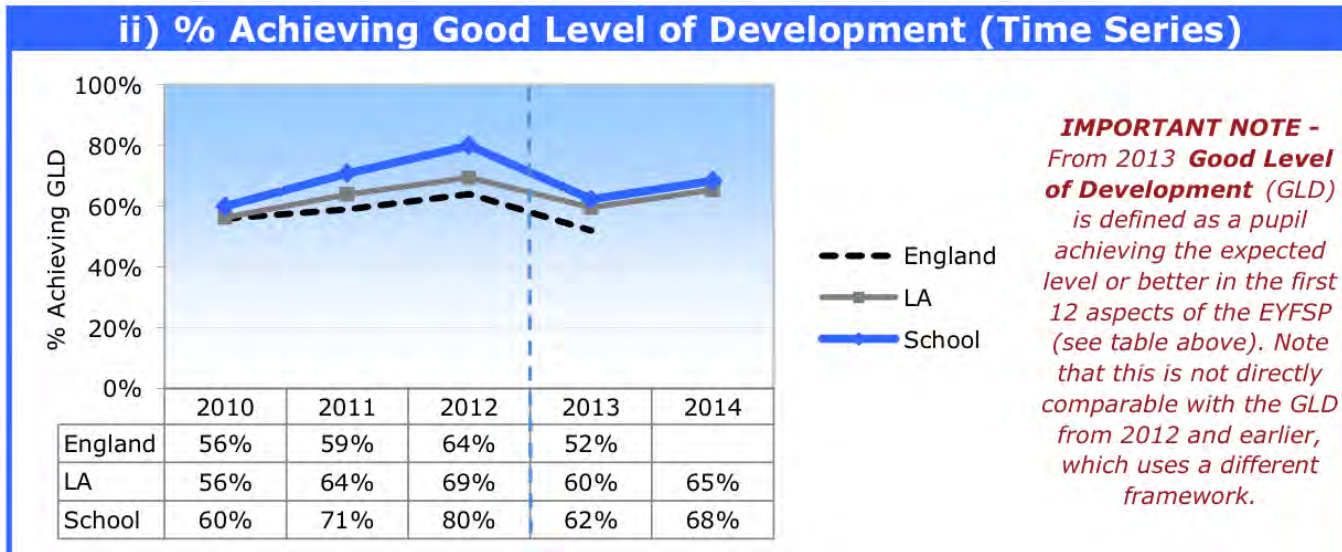
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Remembrance day 2014

EYFS Attainment



Strengths

- Increase % of pupils achieved Early Learning Goals in all areas
- Increasing % exceeding ELG, including reading, writing and maths (e.g writing up from 13% in 2013 to 23% in 2014)
- strongest outcomes are in physical development, personal and social development and expressive arts

Priority Areas 2014/15

- Ongoing focus on narrowing the gap between FSM and Non FSM -
- Improving outcomes in writing (68% - 1 % increase from 2013)
- narrowing gap between autumn and summer birthdays

Average total points in 2012/3 – expected is 34		2013/14
Female	33.7	39.0
Male	35.8	33.3
FSM	28.1	33.7
Non FSM	36.9	35.9
No SEN	36.2	35.3
SEN – SA+	18	30

Reading Phonics Test (Y1) & re-takes (Y2)

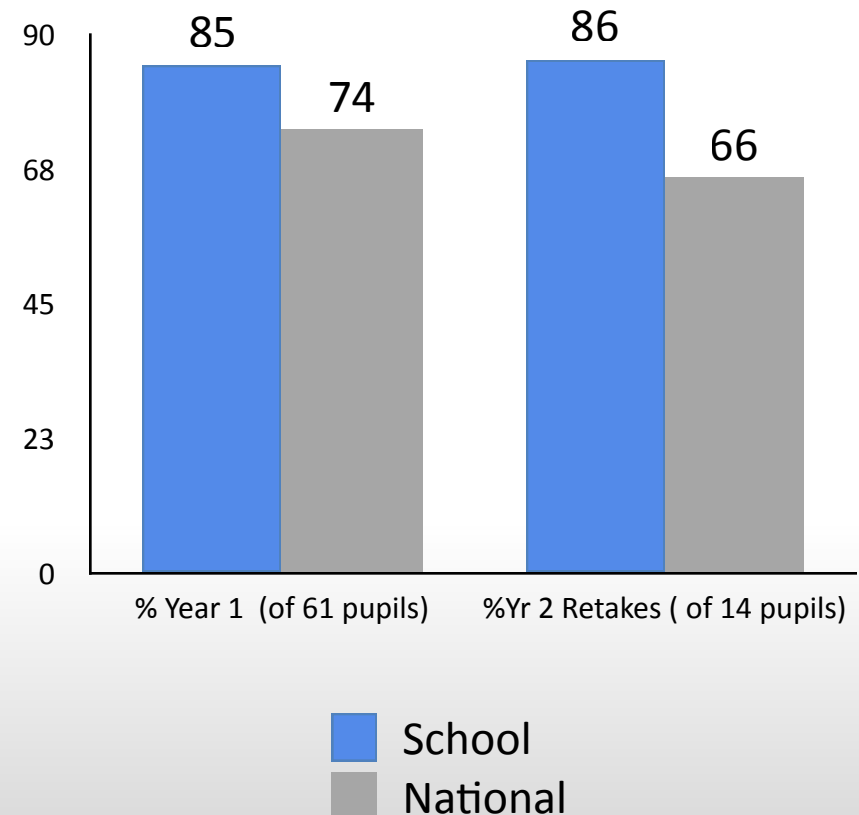
Areas of Strength

- Improvement from 2013 – increase by 16%
- Yr 2 retakes - all except SA+ pupils.
- Pupils from ethnic minorities perform well as well as FSM pupils, EAL pupils

Priority Areas

- Increase % pupils achieving 32+
- SEN pupils - increasing % achieving 32+
- Support in place for all pupils not passing - 1 to 1 reading and booster groups.

Phonics Screening Check 2014 -
(% of pupils working meeting expected targets of 32 marks)



Key Stage 1 Attainment - RAISEonline Data - 2014

Major attainment indicators (45 pupils in 2013/4)

(national figures in brackets)

SEND pupils (4 pupils) – all with additional learning needs did not achieve level 2 C or above – of these, 1 pupil attends a PRU part time, 3 others have intensive weekly speech and language support, EP support and daily 1 to 1 reading support – a 3/4 II except 1 pupil achieved 4+ points progress 2013/4 in all subject areas.

Attainment at KS1	L2+ %	L2B+ %	L3 +	APS	FSM APS	Comment
						APS for all subjects is SIG+ national average
Reading	91 (90)	91 (81)	40 (31)	17.2 (16.5)	15.9 (15)	Our pupils exceeding national average at all levels APS increased from 2013
Writing	91 (86)	73 (70)	22 (16)	15.8 (15.1)	14.4 (13.7)	Our pupils exceeding national at all levels (except at L2A +) difference is slight APS increased from 2013
Mathematics	91 (92)	87 (80)	31 (24)	16.4 (16.2)	15.7 (15.0)	Our pupils exceeding national at all levels except 2c+ APS increased from 2013

Key Stage 2 Attainment - RAISEonline Data

Major attainment indicators (39 pupils)

Attainment at KS2 (national figures in brackets)	% all	SIG + groups	+	Avg	-	Comment
% L4+ Combined - M,R,W (79)	95	FSM, non mobile	All other groups	Mixed W/ Caribbean	-	4 pupils -3/4 (75%)
% L4+ Mathematics (86)	100		All other groups			
% L4+ Reading (89)	100		All other groups			
% L4+ Writing (85)	95		All other groups		LA W/caribb	1 pupil in 2 diff groups: 2/3 pupils LA 3/4 w/caribb
% L4+ Grammar, Punctuation and Spelling (76)	92	FSM, Non Mobile	All other groups		SEN (SA)	4 pupils– 2/4 achieved L4
APS All subjects ()			All other groups			

Key to abbreviations: LA – low attaining, WCaribb - mixed white caribbean. SEN (SA) school action level of special educational needs. ; Sig + significantly above the national average; Sig - significantly below the national average

Key Stage 2 Attainment - RAISEonline Data

Major attainment indicators (36 pupils) -

Attainment at KS2 (national figures in brackets)	% all	SIG +	+	at nat Avg	-	Comment
% L5+ Combined - M,R,W (24)	36	non FSM	All other groups	HA WBRI	SEND	5 SEND pupils 22% WBRI - 9 pupils (na 24%) HA 9 pupils - 67% achie
% L5+ Mathematics (42)	64	All other groups	English as 1st lang SEND SA+ MEG			MEG - minority ethnic gro group too small to cor
% L5+ Reading (49)	77	All other groups	LA EAL SEND MEG			LA - not Sig + as cohort to MEG - groups too small to
% L5+ Writing (33)	49	girls Non FSM Eng as 1st lang	All other groups	WBRI	LA	LA group - 3 pupils(0/3 achiev is 1%
% L5+ Grammar Punctuation and Spelling (52)	72	girls non fsm MA	All other groups			MA – 5 pupils joining in

Key to abbreviations.

HA – high attaining at KS1 , MA – middle attaining at KS1 WBRI – White British; NA - National Average ;
S –stated; Sig + significantly above the national average: ‘-’ below the national average

Key Stage 2 Progress - RAISEonline Data 2014 – green highlighted is significantly above national average

Major attainment indicators						
Attainment at KS2 (national figures in brackets)	All	Boys	Girls	FSM	SEN	Other significant groups/variations
VA Score – All	101.4	101.8	101.4	101.5	102.3	
VA % Rank – All	9th					
VA Score – Reading	101.8	101.5	101.3	101.6	102.3	11th percentile rank
VA score – Writing	100.6	100.2	101.0	99.9	99.7	28th percentile rank
VA Score – Maths	101.8	102.7	101.6	102.3	103.6	8th percentile rank wbri is sig+ LA is 104.9
% 2 Level + Reading (88)	97%					FSM - 91%
% 2 Level Writing (91)	100%					FSM - 100%
% 2 Level Maths (88)	100%					FSM 100%

Key Stage 2 More than Expected Progress - RAISEonline Data 2014 –

Attainment at KS2 (national figures in brackets)	All	non FSM	FSM (21 in cohort)	comments
% 3 Levels + Reading (88)	53%	47%	57%	12 FSM pupils
% 3 Levels Writing (91)	33%	53%	24%	4 x Level 3 not converting to L6 10/14 Level 2Bs - 2 levels of progress 6/6 2Cs -2 levels of progress
% 3 Levels Maths (88)	64%	67%	38%	FSM - 3 levels mainly 2A to 5s 3 x L2c achieved level 4 2 x L3 achieved 5

The Progress of Key Priorities within School Development Plan – Achievement

objective	on target	partially on target	not on target	notes
Raise attainment of very able children in reading writing and maths in upper KS2 – increase % of pupils achieving level 6 by at least 10%.	X			<ul style="list-style-type: none"> • Yr 5 /yr 6 split into single yr groups • Yr 6 focus in class on Yr 6 • Booster groups - maths Yr 6
Accelerate the progress of SEND and FSM pupils in years 3 -6 - in particular, those pupils who were low attaining at the end of KSI.	X			<ul style="list-style-type: none"> • Ms Carver supporting LAs in Yr3 • Mrs Taylor in class support AM and Booster group • Employment of additional t - focused on yr 4/5
Further improvement pupil attainment through the introduction of age related outcomes (using new national curriculum expectations) in summative assessment and embedding outstanding 'close the gap' marking.	X			<ul style="list-style-type: none"> • 2 book scrutinies demonstrate good and much outstanding feedback to pupils - training given Dec to all staff on quality next steps • All pupils baselined and autumn term assessment against End of Yr objectives

Self-Evaluation - Achievement

Area	Grade			
	Outstanding	Good	RI	Inadequate
<i>Levels of attainment</i>	✓			
<i>Historic progress</i>	✓ (3 year trend in all subjects KS1 and KS2)	n/b reading in 2013		
<i>Progress of current pupils</i>	✓			
<i>Overall judgement</i>	✓			

Strengths

- **KS1 attainment** increased in 2014 - continues to be higher than national averages at level 2B and 2C. APS for all subjects - continued to rise and remained above the national average over time.
- Phonics outcomes - this was a focus area in 2013/14 for school leaders and impact was significant increase in attainment
- **KS2 attainment 2014 and over time : outcomes in reading and maths and GPS** significantly higher than the national averages and increasing over time from 2012.
- **Strong outcomes in EYFS** despite very low baselines, esp. in reading, PSED , physical ed. and creative arts.

Priority Areas:

- **Raise standards in reading - focusing on progress from KS1 to KS2 (focus on grammar, punctuation and spelling in writing.**
- **Accelerate the progress of SEND, and FSM pupils to within 10% of of Non SEND and Non FSM in writing**



House Captain Elections Sept 2014

The behaviour and safety of pupils at the school

Headteacher's Report to Governors

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Exclusions this term – Fixed term and permanent

Exclusions (from 4th September to date)		
Data	All pupils	Pupil Premium pupils
Number of fixed term exclusions	0	0
Average number of days of fixed-term exclusions	0	0
Number of pupils given fixed term exclusions	0	0
Number of permanent exclusions	0	0

Racist and bullying – incidents this term

Racist and bullying incidents (from 1		
Data	All pupils	Pupil Premium pupils
Racist incidents	0	0
Bullying incidents	1*	0

- Red Forms and tracking behaviour: **20 red forms** issued (5th Sept - 30th Nov 2014) and **29 amber (low level disruptive behaviour in structured time)** - all forms tracked electronically and analysed half termly.
- All pupils with 5 or more red forms met with family liaison officer and HT to reissue home school agreement . (pupil 1 has 4 red and 7 amber; pupil 2 has 3 read and 2 amber)
- Increased recording of amber form behaviour rather than increase in behaviour.
- All forms relate to boys in year 3 - 6 and mostly for playground behaviour)

1* pupil in Yr 5 (Nov) by another pupil in yr 5 (low level but continuous put-downs) - all parents and friends involved in stopping and preventing repeat

Attendance – data this term

Attendance from 1			
Date	All pupils	PPG	2013/14
Overall percentage absence	3.08% 2.87% auth 0.21% ua	2.34%	3.87%
pupils with less than 90%	5.03% - 15 pupils	4 pupils	5.9% 14 pupils
pupils with less than 85%	2.01% - 6 pupils	3 pupils	1.4% - 4 pupils
pupils with less than 80%	0.33% - 1 pupil	0 pupils	0.7% - 2 pupils

- % pupils with poor attendance (<90%) as beginning of school year figures are over a comparatively short period compared to Summer Term figures so will therefore reflect this.
- EWO has been into school several times and met with relevant families.
- Causes – trips abroad due to family bereavements abroad, ongoing ill health and short term ill health, operation or social care issues.

Progress of school development plan – behaviour & safety

The Progress of Key Priorities within School Development Plan – Behaviour & Safety

	Objective/Action	On target	Partially on target	Off target	Notes
	Continue to ensure school is compliant with all safeguarding and safety procedures/standards.	✓			
	Continue to ensure that behaviours for learning are outstanding despite increase in numbers	✓			

Self-evaluation – overview

Area	Grade			
	<i>Outstanding</i>	<i>Good</i>	<i>RI</i>	<i>Inadequate</i>
<i>Exclusions</i>	✓			
<i>Behaviour</i>	✓	Yr 3/4		
<i>Attendance</i>	✓			
<i>Safety</i>	✓			
<i>Overall judgement</i>	✓			



Borough Market Fair Share Fruit and Veg sale September 2014

The quality of teaching at the school

Headteacher's Report to Governors

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Quality of teaching – Lesson observations

Analysis of lesson observations by subject and year

Where learning was good or better the following strengths were particularly evident:

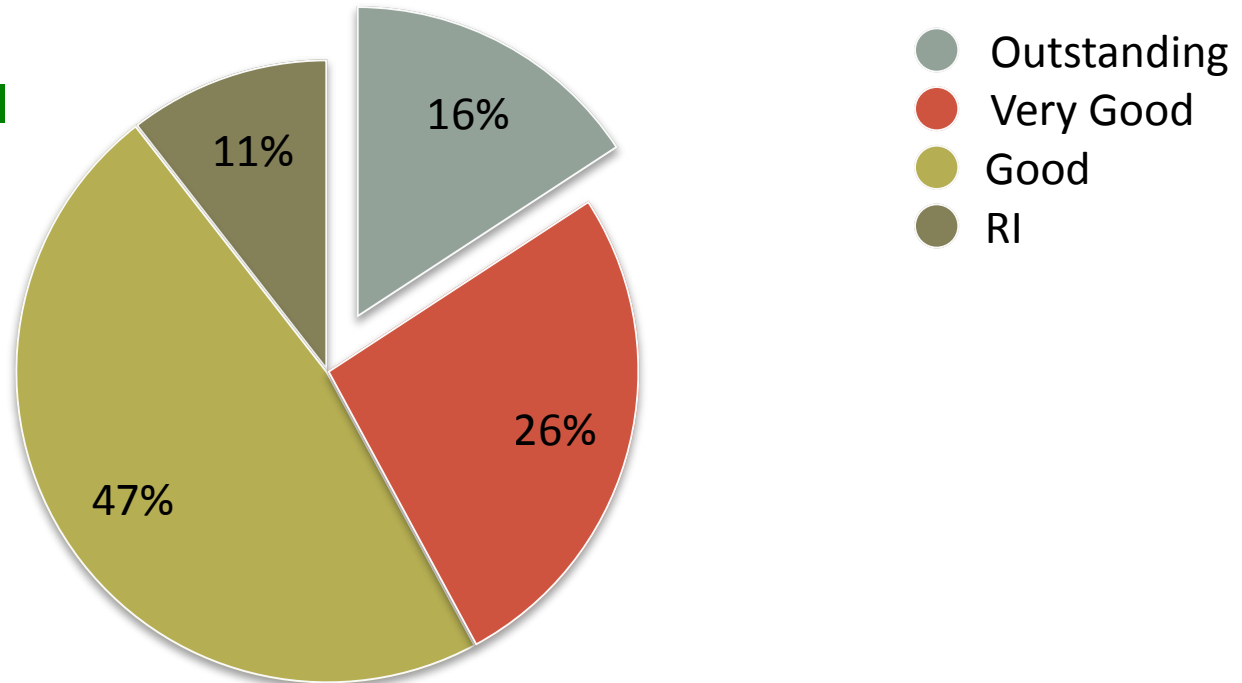
- **Excellent English subject knowledge** - particularly of grammar
- **Cross curricular links** - lessons were taught in context of topic learning . Examples included Year 6 learning about Victorian Workers' protest movements and rise of Labour movement as the context for writing newspaper articles with bias and letters) to the editor) of persuasion.
- **Behaviour for learning** – children were engaged, alert and pro-active in generating and completing tasks – both collaboratively and alone.
- **Marking and feedback** – children received frequent, strategic feedback both verbally and through adults marking in the lesson.
- **Use of additional adults** – the teaching assistant or early years educator had a strategic planned role and added value to a group through guided group work.
- **The teaching of grammar** – curriculum 2014 expectations were taught successfully (e.g, Year 3 taught fronted adverbials, Year 2 successfully taught noun phrases and Year 1 taught alliteration)
- **Modelled and shared writing which linked to clear success criteria** such as Year N modeling using phonics and classroom displays to write names of 'characters' to put on a class train.

Next Steps: pupils made less progress when..

- **Differentiation** – All children to be provided with an appropriately differentiated task/ learning intention
- **Modelling of tasks** – All tasks to be clearly modeled – link to shared and modeled writing
- **Grammar to be linked to writing at length in the main teaching**, rather than stand alone input

Quality of teaching – Lesson observations

Summary of 20 formal lessons observations from October 2014



- 2 were graded as *Requires Improvement* (1 x teacher new to school, 1 x NQT) - all in 1 to 1 support Programmes to secure good by Dec 2014. (see action plans)
N/B 6 new members of staff (including 4 NQTS)

Progress of school development plan – Teaching

The Progress of Key Priorities within School Development Plan - Teaching

	Objective/Action	On target	Partially on target	Off target	Notes
	Introduction of new Charles Dickens Curriculum - adapting our successful and unique curriculum to ensure all 2014 objectives are achieved (link to assessment objective)	✓			
	Embedding improvements in standards in reading and phonics across the school through i) embedding guided reading practice using new age related objectives ii) maintaining and improved teaching and learning of phonics. Iii) further developing early interventions for phonics and reading.	✓			
	Improve teaching and learning of grammar, punctuation, spelling and handwriting through 1) implementation of new handwriting policy ii) embedding contextualized teaching of GPS iii) improve opportunities for home learning in GPS	✓	✓		handwriting focus spring term
	Ensure Teaching and Learning judgement remains outstanding	✓			New teachers now securing good

Self-Evaluation – Overview

Area	Grade			
	<i>Outstanding</i>	<i>Good</i>	<i>Requires improvement</i>	<i>Inadequate</i>
<i>Overall Effectiveness</i>	✓			
<i>Achievement</i>	✓			
<i>Teaching</i>	✓			
<i>Behaviour & Safety</i>	✓			
<i>Leadership & Management</i>	✓			