



# BROADHEMPSTON VILLAGE PRIMARY SCHOOL SCHOOL LIFE GROUP

Head's report.  
5<sup>TH</sup> July 2021

## PUPIL NUMBERS - current CLASS ORGANISATION

R	8
Y1	12
Y2	10
Y3	8
Y4	8
Y5	13
Y6	12

- Class 1- Beech Class R & Y1 (Claire Simpson FT)
- Class 2 - Willow Class Y2&3 (Chloe McFadzean FT)
- Class 3 - Sycamore Class Y4 (0.6 Hannah Nicolson)
- Class 4 - Oak Class Y5&6 (Sue Cleverley FT)

Total 71

## STAFFING UPDATES

- Miss M will be leaving at the end of term – thankfully she's not going far, and we will continue to work with her. She will take up a post at Landscope and begin to develop her subject leadership skills alongside middle leadership.
- Miss Karen Barlow will be joining us in September as a senior teacher. She has lots of experience and enthusiasm – she also has a very dry sense of humour! Karen has already been working closely with the Broadhempston team, supporting IT & Maths developments

## SCHOOL IMPROVEMENT PLAN & SCHOOL SELF EVALUATION:

- I have been signing off our school improvement plan and will discuss the final outcomes with our governors this week (wk beg 5<sup>th</sup>). Key priorities 2020/21 see below:

**Broadhempston Village Primary School**  
**KEY IMPROVEMENT PRIORITIES for 2020-21**

**Key Priority 1**  
**RECOVERY CURRICULUM**  
Implement an effective recovery curriculum to secure accelerated progress for all children after lockdown. Undertake low-stakes baseline assessment to find out where pupils have gaps in knowledge and ensure curriculum addresses these. Meet the SEMH needs of children and staff to provide the best possible outcomes.

**Key Priority 2**  
**COMPUTING/BLENDED LEARNING**  
To develop a rigorous online learning environment for all pupils to maintain their education under all circumstances. A consistent platform is used across the school with set expectations and appropriate training for staff and pupils.

**Key Priority 3**  
**QFT**  
To secure quality first teaching across the school including for: pedagogical understanding, secure subject knowledge, understanding the planning process; small step planning, planning for misconceptions, the use of afl strategies and explicit teaching of key vocabulary.

**Key Priority 4**  
**MATHS**  
To develop QFT in maths. Focus on pedagogy of planning teaching sequences and exploring the best approach to mixed age teaching and learning. To consistently implement the schools maths and calculation policy, including the use of CAPED to improve outcomes.

**Key Priority 5**  
**READING**  
To review guided reading practice, ensuring consistency and progression from EYFS-Y6. Establish policy into practice for quality first teaching and learning.

**Key Priority 6**  
**WRITING**  
To develop QFT in writing. Focus on improved pedagogy of planning teaching and learning sequences, successfully using gaps analysis to identify gaps in learning to ensure timely intervention.

**Key Priority 7**  
**EYFS - CONTINUOUS PROVISION**  
To continue to improve and develop the provision offered to our EYFS pupils both inside the classroom and in the outdoor learning environment.

Link Academy Trust  
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- Our new improvement priorities are underway and outlined below. These key priorities are linked to Trust wide priorities and then tailored for our school.
- **Key priorities**(outline at this point)
  1. Writing: developing forensic approach to gap fill and move learning forward. Will focus on the highest quality delivery of English teaching using forensic analysis to determine the needs of the writers & to ensure progress is rapid and sustained.
  2. Vocab development: introducing tiered vocab – Alex Quigley & Oracy project work(impact on speaking, listening, writing & reading)
  3. Developing subject leadership -people & talent. Subject leads working across both schools
  4. EYFS: through restructure of school develop EYFS practice to highest quality – ensuring Continuous Provision is carefully planned, linked to class themes and layered to provide purposeful play that allows learning at all levels of ability & independence
  5. Art & DT: develop subjects and hold an arts week
  6. Global awareness (linked to PSHE/RE) – greater understanding of diversity & securing global partner. Will support our pupils to be outward facing and develop attitudes of ‘global generosity’

### **HEALTH & SAEFTY/ SAFEGUARDING/ BEHAVIOUR/C19**

- Covid19: We take advice from the Dfe and Public health England alongside the lead for education in Devon. We have daily updates that enable us to keep up with developments and what is being asked of us. Our risk assessment for school is a live document and responsive to the latest advice. The Trust Heads meet with Nicky Dunford every week and Trust wide decisions are made regarding Covid procedures and protocols etc
- C19 has impacted on public events and mixing children, parents etc. This has been quite a challenging time, but our primary concern is keeping all members of the school community as safe as we can.
- The school had a two part 4-hour safeguarding audit on 11<sup>th</sup> March and an in-house visit on 12<sup>th</sup> May. This was completed by a County Safeguarding lead Lara Stead. Targets:
  1. Adding the full date policies were adopted by all Trust schools, not just the month & year.
  2. JR to Consider developing a small bank of case studies to show how school actions have supported families (this would support Ofsted)(This has been done)
  3. Whistleblowing: consider refreshing staff understanding of who they report concerns to - although they have correctly identified JR to report to the survey suggests that they are reporting to her in her capacity as DSL. -she is also the Head. Who else would they go to?
- The school had an internal H&S audit in the spring term followed by a County audit on 21<sup>st</sup> June. Targets were as follows:
  1. Re-write our fire evacuation plan to include that we would check for fire before calling 999
  2. Create a weekly/monthly/10 week vehicle maintenance programme for the mini bus(Trust)

### **OTHER INFORMATION – VISITORS - COURSES ETC**

- We have a planned restructure of school which will really support the teaching and learning for every child.
- School have benefitted from a Trust support programme across the year to help develop our key priority areas and offer staff some excellent professional development.
- Staff have attended subject Trust lead hubs each term. This enables the sharing of good practice, support for each other and time for research-based learning by staff. This keeps everyone up-to-date with the latest educational research.
- We have held learning walks across the year where subject leads and Trust senior leaders monitor teaching and learning, complete a book scrutiny and talk to children. This helps to shape next steps in all areas monitored.

- Our Trust Inclusion Hub have supported families across the year and during lockdown. Mental health and wellbeing has been at the centre of the work they have done to ensure the best outcomes for children and their families.
- School reports will be out on 16<sup>th</sup> July – via TEAMS accounts.

It has been quite an odd year for me – new to the school but behind a Covid closed door. I look forward to change in Sept and meeting everyone! (I hope!)

Jill Ryder