



Stoke Fleming School

HEADTEACHER'S REPORT

Spring 2017

SCHOOL COMMUNITY

Stoke Fleming Primary School is a smaller than average, 2-11 primary school and nursery serving the semi-rural community of Stoke Fleming and the surrounding area. In contrast to the national trend, pupil numbers in the area are falling (52 children for 112 Reception places in Dartmouth area primary schools) although there has recently been a surge in new applicants to the school. The majority of the children live in the neighbouring town of Dartmouth. The ability level on entry is broadly average. The school currently holds UNICEF's 'Rights Respecting School Award' Level 1 (RRSA).

Stoke Fleming appointed a new Head Teacher in September 2016, following this the school which was previously under the Academies South West Multi Academy Trust has now become part of the larger Education South West Multi Academy Trust. The CEO of the Trust is Roger Pope CBE and the Director for Education who line manages the Head Teacher of Stoke Fleming is Matthew Shanks.

Admissions and Current Class Numbers

Year 5/6	Endeavour	24 pupils
Year 4/5	Endurance	23 pupils
Year 3/4	Invincible	26 pupils
Year 2	Challenger	17 pupils
Year 1	Discovery	16 pupils
Year R	Victory	26 pupils
TOTAL		132 pupils

Data & Achievement

% of pupils achieving the expected standard	Reading, writing and mathematics - attainment
Reading % of pupils achieving expected standard 64% Writing % of pupils achieving expected standard 76% Maths % of pupils achieving expected standard 76%	Reading, writing and mathematics: % of pupils achieving the expected standard 56% Reading, writing and mathematics: % of pupils achieving a high score 16%
Progress measures: KS1 to KS2	Average Scaled Score per pupil
Reading progress score 1.3 Writing progress score 1.9	Reading average scaled score 104 Maths average scaled score 104

Maths progress score 1.4	
High level of attainment	
Reading % of pupils achieving a higher standard 24%	
Writing % of pupils working at a greater depth within the expected standard 28%	
Maths % of pupils achieving a higher standard 48%	

2016/17 predictions

Predicted EYFS GLD	88 %
Predicted EYFS Boys GLD	83 %
Predicted EYFS Girls GLD	93 %
Year 1 - % of pupils predicted to make expected standard	93%
Year 2 – pupils to be entered for the re-sit in Phonics	N/A
Age related expectation for Year 2	- Reading 100% - Writing 100% - Maths 100%
Age related Expectation for Year 6	- Reading 89% - Writing 89% - Maths 82%

School Improvement Plan

Effectiveness of leadership and management	
1.1 Ensure consistent monitoring of teaching and learning supported by high quality feedback.	
1.2 Provide tailored opportunities for teachers to extend their skills through professional development opportunities and monitor the impact these have on increasing pupils' progress, attainment and attitudes to learning.	
1.3 Build leadership at all levels which clearly identify accountability and responsibility for improving children's progress and outcomes.	
1.4 The school works effectively in partnership with parents and local community to ensure the best outcomes for children and families	
Autumn/Spring Term 2016/17 review of progress:	Impact:
1.1 <ul style="list-style-type: none"> Observation, learning walk and book look cycles have taken place with feedback linked to development areas which have fed into clear performance management targets linked to the School Improvement Plan. Leaders of Learning have carried out monitoring with the HT to support development and moderate areas for development and strengths. 	Teaching Triangulation across the school is good, areas where practice has needed to improve have developed rapidly.
1.2 <ul style="list-style-type: none"> Performance management completed for all staff linked to the priorities in the School Improvement Plan. Staff have worked alongside staff from other Trust schools in moderation of Writing. EYFS staff have worked closely on CPD projects and training across Trust schools. NQTs are on a tailored programme of support and passed their first assessments 	Staff are working together towards the common aims of the school and are supporting one another in their CPD

1.3 <ul style="list-style-type: none"> Leaders of Learning for Upper and Lower Phases identified. Targeted areas of the SDP allocated to staff to lead across the school 	Leadership across the school is becoming distributed ensuring clarity and rapid improvement in key areas.
1.4 <ul style="list-style-type: none"> Key areas of the school environment have been developed and where possible parent groups have supported with design and decoration. 	The school is rapidly becoming and purposeful and engaging environment for everyone to learn in.

Quality of Teaching, Learning and Assessment

2.1 Ensure high quality teaching leads to rapid and sustained progress and good outcomes for learners.
2.2 Provide clear learning focus and steps to ensure all children are actively involved in their learning.
2.3 Ensure assessment is timely, planned and focused on supporting progress through identifying the areas for improvement and next steps for learning.
2.4 Provide support staff with CPD so they are prepared to provide consistently effective support for learning.

Autumn/Spring Term 2016/17 review of progress:

Impact:

2.1 <ul style="list-style-type: none"> Pupil Progress meetings have taken place identifying targets for all pupils. SENCo has audited the needs of pupils and alongside teachers and support staff, this has developed into tailored approaches to support learning. 	Monitoring of teaching has shown good teaching across the school with areas of Outstanding practice.
2.2 <ul style="list-style-type: none"> Targeted assessment sheets are used to support the marking and feedback of pupils work and Learning Foci are displayed in each session to support outcomes. 	Through targeted outcomes the teachers and pupils are able to focus tightly on areas of development.
2.3 <ul style="list-style-type: none"> Writing moderation, pupil progress meetings and target setting have all taken place this term. 	Working across schools has enabled staff to secure their judgements of standards for writing across the curriculum.
2.4 <ul style="list-style-type: none"> Key areas of the school environment have been developed and where possible parent groups have supported with design and decoration. 	The school environment is now a purposeful area which is focussed on supporting learning in key areas.

Personal Development, Behaviour and Welfare

3.1 SMSC practice is systematically monitored and reviewed to ensure consistency and effectiveness.
3.2 Attendance meets the target set through a relentless focus and support for vulnerable families.

3.3 Academic and pastoral support is very effective in ensuring pupils from vulnerable groups make accelerated progress where needed and meet or exceed national expectations.

3.4 Safeguarding is effective in the school

Autumn / Spring Term 2016/17 review of progress:	Impact:
3.1 <ul style="list-style-type: none"> • Spiritual, Moral, Cultural and Social values have been audited in the school and staff CPD and discussion has followed. 	SMSC awareness is developing through the school and will support further development of an enriching curriculum for all pupils.
3.2 <ul style="list-style-type: none"> • Attendance has continued to be a focus and regular reminders are put in the school newsletter. The school receives visits from the school Education Welfare Officer 	School attendance remains above the school's minimum target of 96%, currently 96.8%
3.3 <ul style="list-style-type: none"> • A review of all pupils in school has been carried out but the class teachers and SENCO where appropriate, this has supported staff in the development of targeted support for all. 	Key interventions and support are developing pupils' attainment in key areas.
3.4 <ul style="list-style-type: none"> • Following an initial safeguarding review actions have been taken to address areas of concern. 	The school meets all of its statutory duties with regard to safeguarding and further refinements are underway.

Outcomes for children and learners

4.1 Robust assessment and procedures in line with new expectations ensures all staff can identify areas of strength and for development at all levels to ensure the very best outcomes.

Autumn/ Spring Term 2016/17 review of progress:	Impact:
4.1 <ul style="list-style-type: none"> • The current assessment system is under review, the school has invested in the Fisher Family Trust tool which provides targets based on prior attainment and the school has set targets accordingly in line with those of the top 5% of schools nationally. 	Aspirational targets for all pupils are supporting the key areas of practice amongst staff and in turn accelerating progress.

The effectiveness of Early Years

5.1 All EYFS Staff have the knowledge, understanding and pedagogy to deliver outstanding EYFS provision.

Autumn/ Spring Term 2016/17 review of progress:	Impact:
5.1 <ul style="list-style-type: none"> • A review of the provision in the Early Years Foundation Stage has been carried out with the trust lead Early Years Practitioner and the Lower Phase Leader of Learning. 	The review has highlighted areas staff are now focussing on to support the indoor environment and practice in these areas.

Events and Diary Dates

- Diary dates have been set for the next two academic years and can be found on the school's website: <https://www.stokeflemingprimary.org.uk/termdates>

Thank you

Paul Girardot

Head Teacher – Stoke Fleming Primary School