



The Partnership

of

Loxley Hall and Cicely Haughton Schools

Governor's Report

Autumn 2016

(Manor Hall Academy Trust)



Building Relationships

Celebrating Success

Promoting Change

WHY DO WE HAVE A HEAD TEACHER'S REPORT?

The Head Teacher's Report is the single most important source of information for *Governors* and it enables them to fulfil their three main roles:

- **To provide a strategic view** and keep under review the broad framework within which the School works to enable pupils to learn most effectively and achieve their potential.
- **To act as a critical friend** drawing on *Governors'* knowledge and experience to promote the interests of the School and its pupils and to carry out their responsibilities with regard to monitoring and evaluating the School's effectiveness.
- **To ensure accountability through professional discussion, questioning and refining of school improvement actions and outcomes in partnership with the Headteacher and staff of the School and taking responsibility for its actions, keeping parents and the wider community appropriately informed of overall performance.**

This is the main report which provides information of the School's progress since the previous report.

The only statutory requirement of the Headteacher's Report is the reporting of the Schools' attainment targets, results of national assessments and attendance data on an annual basis.

FORMAT OF THE FULL GOVERNORS' REPORT

The format is based on the new Ofsted Framework

In addition to the statutory requirements and general information about the School, the report will focus on the following areas:

- School characteristics
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal, development, behaviour and welfare
- Outcomes for children and learners

SCHOOL CHARACTERISTICS

Characteristic	Key Stage	Comment
Pupils On Roll	KS1 - KS2	51
	KS3 - KS4	94
Gender	KS1 - KS2	49 Male 2 Female
	KS3 - KS4	All Male
Ethnicity	KS1 - KS2	48 WB; 2 AOMB; 1 TOIH
	KS3 - KS4	MOTH x 1, MWBC x 3, WROM x 1, WBRI x 89
FSM	KS1 - KS2	28
	KS3 - KS4	46
LAC	KS1 - KS2	4
	KS3 - KS4	10
Residential Roll	KS1 - KS2	29 Pupils assessing 42 sessions
	KS3 - KS4	44 out of 44 Occupied
Mobility	KS1 - KS2	0
	KS3 - KS4	1
Attendance	KS1 - KS2	93.5%
Attendance	KS3	89%
Attendance	KS4	75%
Out of County Placements	KS1 - KS2	6
Out of County Placements	KS3 - KS4	6
EN Placements	KS1-KS2	7
EN Placements	KS3-KS4	7

Executive Summary

The Headteachers Report to Governors has been streamlined. In line with the National Governors Association guidelines, Governor Committees now report to the Full Governors in the key domains of the leadership and management of the school. This has provided an extra layer of challenge, scrutiny and support reflecting a more robust governance model.

The Autumn terms Headteacher's report is always the most interesting as it enables governors to view the progress and achievement of our pupils over the last academic year. It is for this reason I have asked our Heads of School/Curriculum Manager to present to governors on the 7th December 2016 which will occupy the majority of the Governors meeting. I will provide you with a verbal update of the MAT and recent developments.

You will be aware that there has been no Finance and Staffing Governors Committee Report since the last Full Governors. This is because we have major issues with our new finance system. I have asked our Chief Financial Officer to report to you on 7th December 2016 and I will present staffing issues and future developments.

I have included in the Governors Pack a copy of the Summer Governors' Report. This will enable new governors an opportunity to contextualise some of the information and developments when reading the Autumn Term Governors report; please do not get the two mixed up.

We have come full circle as a Governing body, back from Directors to Local Governors.

Welcome everybody - there are challenging and exciting times ahead. I welcome questions and requests of clarity on any aspects of this report.

Effectiveness of Leadership and Management

Governors update/recommendations from last Governors Report;

There were no recommendations from the last governor's report.

Within the re-structuring process of the MAT, facilitated by the Trust Members Resolution, in compliance with the Trust's articles of association and outlined in the LGB's scheme of delegation we have a re-structured LGB (Headteacher to report).

Sue Corfield attended the NGA annual conference in November 2016.

School Development Plan Monitoring Report

The evaluation and review of the 2015/16 SDP and the new SDP for 2016/17 was presented to the Chairs Governors Committee on 17th October 2016.

Key Performance Indicators for KS1 → KS4 are identified in both SDP's and form the focus of SLT and middle managers performance management objectives.

(see appendix 7 for Chairs Minutes)

Strategic

The new School Self Evaluation Schedule across all Key Stages is now operational. Data feedback is analysed and action plans devised in an immediate time-frame to facilitate school improvement.

The SES is monitored by RR via SLT meetings to take account of outcomes and impact.

SEF's have been updated and a new two page summary is now on the new website.

Whole-School Training KS1/2	KS3/4
<p>Over the Summer Term staff are completing online courses around Mental Health to improve knowledge and skill base. Staff had a menu of online courses to complete and feedback was very positive to help day to day practice in school and residence. All certificates are in place in staff CPD files.</p> <p>Safer Recruiting course for Head of School and Chair of Governors</p> <p>Nurture Course x 5 CHS staff</p> <p>All teachers received Mental Health Training from our Mental Health co-ordinator which has impacted on curriculum.</p> <p>Google Apps training for staff for implementation in the classroom.</p>	<p>There were no INSET or Twilight training days in the summer term.</p> <p>Informal CPD was offered to all staff relating to ADHD and associated conditions and difficulties. This was presented by D Bownds and P Seabridge.</p> <p>Ongoing staff development session ran each week around a range of curriculum concerns.</p> <p>Led Practitioner started development sessions on 'What does a Loxley lesson look like?'</p>

Health and Safety/ Premises Governors Committee Report (Appendix 1 & 1A)

Finance and Staffing Governors Committee Report (Appendix 2)

To be delivered by Chief Financial Officer to Full Governors

SAFEGUARDING UPDATE

Number of referrals made to First Response or existing Social Worker

Categories	KS1/2	KS3/4
Physical	1	0
Sexual	1	0
Emotional	2	0
Neglect	2	0

Meetings Attended:

	KS1/2	KS3/4
Initial Child Protection Conference	0	1
Professionals Strategy meeting	2	0
Child Protection Review Conference	1	4
Core Group Meeting	6	6
Team around the Child/Family meetings (Early Help Assessment - EHA) Child In Need Meeting	10	7

	KS1/2	KS3/4
Number of pupils subject to a Child Protection Plan	2	4
Number of Children In Public Care	3	10
Number of allegations made against staff	*	0

Other comments on safeguarding issues of concerns

KS1/2

Over the Summer Term we received four telephone calls from Social Workers who had received anonymous referrals from members of the public about our pupils. There were three individual children involved.

We prepared for the proposed changes to the Keeping Children Safe in Education (Sept 2016) document.

We also completed the Safeguarding Audit on Section 175 / 157.

KS3/4

Summer Term 2016 has seen 3 Internal Safeguarding Referrals made at Loxley Hall. Of these, 3 were referred to LST personnel already involved with those individuals.

Following an assault on another pupil by a peer, school provided several witness statements after the parent of the victim reported the assault to the Police; after a lengthy investigation the aggressor received a formal caution.

On June 13th Jim Turnbull attended further Child Sexual Exploitation Awareness training provided by Kim Gristy and ESAS (Education Safeguarding Advisory Service)

Quality of Teaching, Learning and Assessment/Outcomes for Children and Learners

Teaching and learning is

<p>KS1 - KS2</p> <p>Lesson observations undertaken to complete 2015/16 performance management cycle. 5 observations completed with 80% being outstanding and 20% being good. NQT programme of support in place for 2 NQT teachers. This involves informal and formal observations, and training seminars. Early indicators are very positive.</p>	<p>KS3 - KS4</p> <p>New round of lesson observation indicate that 71% of lessons observed were Outstanding and 29% were graded Good.</p>
---	--

<p>Scrutiny of work books/learning walk</p>	
<p>KS1-2</p> <p>Please refer to teaching and learning (appendix 3) where there is a detailed learning walk report.</p>	
<p>KS3</p> <p>Deb Parker, Curriculum Manager will provide verbal feedback within her curriculum report</p>	
<p>KS4</p> <p>Regular moderation of AimAward work takes place on Tuesday evening with Armitage staff verifying work against success criteria and quality standards. Pupils are achieving well so far this term and no interventions have been deemed necessary as yet.</p>	

<p>Teacher profiling update</p>	
<p>KS1-2</p> <p>Teacher profiles are being completed for the current academic year (delivered to staff on 8/11/16) and will be used to share best practice and further identify areas for whole teaching staff development (see SDP 16/17)</p>	
<p>KS3</p> <p>Lead practitioner alongside SLT has focussed on shared observations based on the teacher profiles which were completed by individual staff. Teachers have found this process supportive and are benefiting from supporting each other in areas of strength or areas for development.</p>	
<p>KS4</p> <p>Peer mentoring groups have been set up both as a teaching team and as year group staff. Lead practitioner has been working with individual staff to work on an area of weakness highlighted from the staff individual self-audit questionnaire. Teacher focus has been differentiation.</p>	

Teaching and Learning Governors Committee Report (Appendix 3)

To be delivered by Paul Spreadbury, Head of School KS1/2 and Deb Parker KS3/4

Personal, Development, Behaviour and Safety

Promoting Positive Behaviour

KS1-2

Staff continue to be as resourceful as ever in finding means to support children before using physical intervention. This evident in the decrease in PI numbers in comparison to previous years.

The shifting landscape regarding SCIPr and all establishments within the MAT requiring a trained instructor has meant that JRo will attend the Instructor training course to be held in September. As a MAT we are hoping that this will enable staff to have more regular refreshers and a trained instructor within their establishment to field any questions or concerns from start as and when they arise. JRo will be planning and delivering the SCIPr refresher to the whole school on November 4th 2016.

KS3

In-class attendance has averaged 94.5% positive scores for the whole of the summer term, up 1.5% on the spring term.

Task completion positive scores stand at 92%, again this is a slight improvement on the spring term average by 1%. Personal target completion stands at 94.2%, which is a 3.2% improvement on the spring term.

For the whole school year the averages stand at:

Attendance - 93.3%

Task - 90.3%

Personal - 91%

This is in line with the marginal year on year progress we have made in these areas.

2014-15 Attendance 94%, task completion 90%, personal targets 90%.

2013-14 Attendance 93%, task completion 87%, personal targets 85%.

2012-13 Attendance 91%, task completion 85%, personal targets 83%.

2011-12 Attendance 89%, task completion 79%, personal targets 80%.

KS4

There has been one restrictive intervention at Armitage this term.

No reportable accidents to pupils or staff.

One pupil has caused damage to the pool table.

Another pupil is being monitored for repeated minor damage.

Celebrating Success

KS1-2

Class assemblies which occur on Wednesdays have embraced a range of themes and have focused more productively on RE weeks and other focus weeks which are recognised nationally eg World book day. There have been numerous comments from carers and parents over the level of support which their child has received at CHS. This level of appreciation was reiterated in the number of year 6 parents who attended the leavers assembly and by the number of parents who made speeches emphasising their thanks for the difference that CHS has made to all aspects of their lives.

KS3

Logan Cooper a year 7 student won a poem competition with the National Memorial Arboretum. After the Battle of the Somme; one hornbeam tree remained standing -. Logan won an award for his poem about this tree and a sapling propagated from this lone hornbeam. It has now been planted in the school grounds.

Activities week at the end of the term was successful with students taking trips to Alton Towers, Waterworld, Paintballing, Conkers, Twycross Zoo, Cannock Chase, Hanley Forest Park, The Kitty Café and other small local venues. Some classes also organised in-school activities with their teachers and TAs. Staff should be commended on their efforts to ensure a well-planned week was enjoyed by the students.

Many students responded positively to the rewards scheme which incentivises in-class attendance. As did winners of the Best Attendance awards and Boy of the Year.

Sports Day was very successful with Mr Davies and Mr Toothill ensuring a smooth and enjoyable day was well organised and delivered. The whole staff group engaged and encouraged an overwhelming majority of students to take part positively. The subsequent Medal Ceremony and Sports Awards were equally enjoyable and rewarding. Trophies were awarded for Athlete of the Day, Sportsman of the Year, Most Improved Sportsman and The Cook-Hulk Training Trophy.

Other Awards were given for Reading, Maths and Science which were well earned through a combination of achievement, effort and interest. Finalised Entry level work has been successfully completed by many year 9 students also giving them a good head start on KS4.

KS4

This term 6 praise cards have been sent home for pupils who have shown consistent improvement both in school and college.

2 pupils have become class representatives at Rodbaston College. These pupils are in-fills and attending college with older pupils. This has never happened before and the college are extremely proud of these 2 boys.

Physical Intervention Monitoring (Appendix 4)

Family Link Support Worker/Attendance Inclusion Officer Caseload

KS1-2 Lesley Hogg has been working with the following families throughout the summer and has made a significant difference to parent's abilities to attend school meetings and LST meetings as well as improve relationships between school and home having a very positive impact on working relationships and school attendance for all individuals.

EBR,JCA,JGI

KS3-4

As a portent for the future, Richard Kizis has been increasingly involved in providing transport for students whilst awaiting transport to be arranged. This has enabled schooling to be provided for a number of students that would otherwise be left at home for up to 10 working days until contracts had been amended or arranged. Richard's involvement has also made it possible for parents to attend various meetings in and out of school which would not otherwise have been possible.

Transition KLC Caseload

KS1-2

Mr Spreadbury, Head of School will provide verbal feedback on transition and outreach within his curriculum report

Exclusions

KS1-2

Verbal abuse/threatening behaviour against an adult 1 x 1 day

Physical assault against an adult 1 x 2 days

Physical assault against an adult 1 x 2.5 days

KS3-4

1 x 5 days - Persistent Disruptive Behaviour

1 x 4 days - Assault against a pupil

1 x 2 days - Assault against a pupil

Discriminatory Incidents

KS1-2

There were no discriminatory incidents reported during this period

KS3-4

Summer Term: 10 recorded Bullying incidents, 0 racial incident reported.

Decrease from the Spring term.

Residential Governors Committee Report (Appendix 5)