

Report to Governors on Spring Term 2024 (January - April)

School Context

Total Number of pupils on roll:

Rec	84 pupils (-2)
Yr 1	83 pupils (+4)
Yr 2	86 pupils (+1)
N	52 (19 FT) (+21)

Pupil Mobility:

In the Spring Term 12 pupils left Village and 18 joined (2 SEND/12 EAL)

Exclusions: One

One day exclusion of a pupil in Sunshine Classroom with complex needs.

Safeguarding:

Please see attached safeguarding report (Appendix 5)

Incidents of Prejudice/Discrimination: One

A child said 'killer muslims', he was spoken to by DSL, he showed good understanding of British Values. His best friend is a Muslim. DSL spoke to his parents; they did not understand why he said this, they would monitor his access to internet. DSL felt it may have been a spontaneous utterance influenced by reading the Diary of a Killer Cat and RE display.

Incidents of Bullying: None

Complaints: None

Staff claim

As you are aware a member of staff who was taken ill has made a claim that her illness was aggravated by working with complex high needs pupils. The school responded to the claim and provided the information requested. We are still awaiting a response.

Staffing

- Judy Arselan retired at the end of the Spring Term.
- Kirsty Mackintosh went on Maternity Leave
- We interviewed and appointed Asma Miah to work job share with Jo Gray when Judy retired on a permanent contract. Asma is an experienced Infant teacher with SEND experience who previously worked at Monteagle Primary. We then invited Asma to join the school early to cover Kirsty's maternity as a job share with Mel, another experienced infant teacher. To provide continuity for the class she is staying in Granada until Kirsty's return at the end of July and we have employed another experienced infant teacher to work job share with Jo Gray until the end of the school year.

Staff Training

- Whole school one day inset 5th January 2024
-Review of medium and long-term planning

Village Infants School

- Review and update of Intent, Implementation and Impact statements for each subject
- Wandle Training
- Curriculum support from Naureen Akhtar
- SIP conducted interviews with three subject leads (RE, Science, Art) in preparation for Ofsted
- Curriculum transition meeting between subject leads at Village and William Ford
- After school insets took place in the following subjects:
 - Little Wandle
 - Curriculum Teams
 - SEND
 - Book Looks (maths and literacy)
 - Pupil Progress Meetings
 - Edukey (Computer Programme to track provision across the school)
- JA (EYFS Lead) attended NPQSL (Training for Senior Leaders)
- JB attended a Computer Network Meeting
- SENDco and EYFS Lead attended safeguarding training.
- EYFS team and AR attended Reception Moderation session/s
- SM attended RE Network Meeting
- AR attended Deputy Head Network meetings, Attendance & Neglect training, Supporting Attendance training
- 10 members of staff attended Blanks Levels/Narratives and Sequencing Training
- 9 members of staff attended Fire Warden Training
- Writing Moderation at Parsloes (EYFS)
- AH is our Race and Social Justice co-ordinator and attended an RSJ network meeting
- AH attended Designated Senior Mental Health Lead Training
- AH attended Art network meeting
- JA and RG attended Nursery Network meeting

Little Wandle

- Purchased additional Guided Reading books
- Observation of phonic lessons

Parents Evening

Parents were invited in to speak to their child's teacher. Parents who did not sign up were followed up by teachers and were given an alternative date or a phone call.

Parents of pupils with PLPs had a separate meeting with their child's teacher.

Family Navigator Coffee Morning

AR organised our family navigator, Ashley Morris, to meet with parents by holding a coffee morning on 21st March. Ashley Morris is a resource the school use to refer families that require help that does not meet the early intervention threshold. This service provides families with links to other services and additional support. This coffee morning was open to all parents, with some parents being specifically encouraged to attend.

Displays

Our displays were put up in the library and the Hall. We are pleased with the displays as they enhance the children's learning but there have been some issues with the company and we had to get one display replaced. We are currently negotiating another snagging issue.

Governor Support

Hariet visited the school on a number of occasions including a meeting with Richard to discuss the role of Chair and to conduct the Head Teacher Appraisal. Naureen visited the school twice to support with curriculum development. Lee took part in a Safeguarding meeting and walk with Amy and Yolanda. Glen supported Year 1 on two school trips to a Gurdwara Temple. Nicola supported the school with developing Emotional Regulation and Assessment for SEND pupils.

SIP

Richard Hunter attended the school to interview subject leads. He also carried out the HT appraisal alongside the Chair of Governors.

Quality Assurance Meeting

In January Richard Hunter (SIP) conducted a Quality Assurance Visit. He agreed with the school improvement areas to develop and the school evaluation as 'good' with a recommendation that the school 'is ambitious and high in their aspirations and challenge for outstanding judgement' in some areas.

SEND

Debbie has worked very hard to get our new intervention rooms (The Orchard) ready for pupils, who were finally able to access them at the end of the Spring Term. Please see Appendix 1 SENDCo Report for further information.

Language Screen

As a response to the Language Screen assessment in the Autumn Term, the NELI intervention programme began in January. Jackie Duplock delivers these interventions, which at this stage are predominantly group based. After the first term, groups are reviewed and individual sessions may begin in the Summer term where appropriate. As part of Jackie's appraisal Jackie did some further Online NELI training in the Spring Term. The priority for these groups is receptive and expressive vocabulary.

Interventions

The school continues to provide a range of interventions for all pupils working below the expected standard. These interventions are reviewed and adapted in light of pupil progress.

School-Led Tutoring

School-Led Tutoring started from September in Year 2, and continued in the Spring term for Year 2, with a focus on Maths.

Pupil Premium

In the academic year 2023 – 2024 we receive £99,266 Pupil Premium Grant and £9,280 Recovery Premium. During the Spring term there were 71 pupils recorded as being entitled to Pupil Premium grant and an additional 6 pupils in the nursery attracting Early Years Pupil Premium funding. The Recovery Premium is used with the Pupil Premium Funding to help schools deliver evidence-based approaches for supporting disadvantaged pupils. The school tracks the progress of Pupil Premium pupils and interventions are put in place to diminish the gap between Pupil Premium pupils and Non-Pupil Premium pupils. Please see the Pupil Premium Strategy Statement (2023 -2024) for details of the school's approaches.

Enrichment Activities

Jobs that people do in our community

Parents came in and visited classes throughout the school from nursery to Year 2 to talk about their jobs.

KS1 Trips and Visitors

Road Safety workshops were held across Year 1 and Year 2 to teach pupils about Road Safety

Year 2

Each Year 2 class had a Nocturnal Animals Workshop, as part of their Science curriculum
Conductive Music Workshop in each Year 2 class.

Year 1

Year 1 visited a Gurdwara Temple, a Hindu place of worship and also the Young V & A where they looked at toys from the past, participated in a D&T workshop and learnt about 3D printing.

EYFS Trips and Visitors

Space

Walk around the local environment looking at the different buildings and houses in our community.

Easter

Easter Bonnet Parade – Parents joined us for an Easter Bonnet Parade. The children wore bonnets they had made at home.

The children attended an Easter assembly wearing the bonnets they had made. Each year group sang Easter songs and these were put on the website.

Red Nose Day

This took place on 15th March and the school raised £122 for Comic Relief to help alleviate poverty throughout the world.

World Book Day

This took place on 7th March 2024. The children and staff celebrated World Book Day by coming to school dressed as a favorite book character and special visitors came into school to read stories to the children. Prior to World Book Day parents and the community donated costumes for the school to sell a low cost to make world book day affordable for all parents.

Safer Internet Day

This took place on 6th February, with an assembly and activities in each class

Children's Mental Health Day

We celebrated this in school with a special assembly.

Sustrans Big Walk and Wheel

This took place for 2 weeks in March, where children were encouraged to Walk, ride a bike or scooter to school. This was logged daily for 2 weeks. Our overall average by the end of the 2 weeks was 74.88% of pupils either walk, ride or scooter to school

Village Infants School

Allotment

George visited each KS1 class to 'chit' the potatoes with the children before planting them in the Summer Term.

Clubs

In the Spring Term Mavericks delivered Multisports Clubs for Year 1 and Year 2. We also held an African Drumming and Dance club for pupils across Reception, Year 1 and Year 2 in term 2b

SEND

Debbie has worked very hard to get our new intervention rooms (The Orchard) ready for pupils, who were finally able to access them at the end of the Spring Term.

Please see Appendix 1 SENDCo Report for further information.

Premium pupils and Non-Pupil Premium pupils. Please see the Pupil Premium Strategy Statement (2023 -2024) for details of the school's approaches.

Pupil Performance and Data

Year 2 Data

	READING				WRITING				MATHS			
	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS
All pupils	20%	15%	65%	22%	6%	31%	64%	15%	6%	25%	69%	14%
Class: Capri	14%	17%	69%	24%	10%	28%	62%	24%	7%	24%	69%	17%
Class: Fiesta	22%	19%	59%	30%	4%	37%	59%	7%	4%	22%	74%	15%
Class: Scorpio	24%	10%	66%	14%	3%	28%	69%	14%	7%	28%	66%	10%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Girls	17%	17%	65%	25%	4%	27%	69%	19%	4%	23%	73%	6%
Boys	24%	12%	64%	18%	9%	36%	55%	9%	9%	27%	64%	27%
Non Pupil Premium	17%	10%	72%	26%	5%	24%	71%	17%	7%	19%	74%	16%
Pupil Premium	26%	26%	48%	15%	7%	44%	48%	11%	4%	37%	59%	11%
Non SEN	15%	14%	71%	26%	3%	26%	71%	18%	2%	20%	79%	15%
SEN Support (K)	29%	29%	43%	14%	0%	64%	36%	7%	7%	50%	43%	14%
EHCP	60%	0%	40%	0%	60%	0%	40%	0%	60%	20%	20%	0%
Non EAL	25%	17%	58%	22%	6%	36%	58%	14%	6%	28%	67%	8%
EAL	16%	14%	69%	22%	6%	27%	67%	16%	6%	22%	71%	18%
Ethnicity: ABAN	29%	0%	71%	21%	7%	21%	71%	7%	14%	14%	71%	36%
Ethnicity: BAFR	8%	16%	76%	28%	4%	24%	72%	20%	4%	20%	76%	20%
Ethnicity: WBRI	30%	20%	50%	15%	0%	50%	50%	0%	0%	35%	65%	0%
Ethnicity: WOTH	17%	33%	50%	17%	0%	50%	50%	8%	0%	42%	58%	8%

- Currently 65% (+3%) of pupils are expected in Reading, 64% (+2%) in Writing, and 69% (+6%) in Maths. We expect these figures to increase as more children have access to and make progress with targeted interventions.
- There is a significant difference between pupil premium and non-pupil premium pupils in all subjects. Pupil premium pupils working below expected already receive targeted intervention and some received 1:1 in the Spring Term, these will be increased for the Summer Term. These pupils are closely monitored and although making progress they are not yet working at the expected standard, but we believe that some of these pupils will achieve the expected standard at the end of the Summer Term. We will continue to monitor them closely and adapt interventions as appropriate.
- There are 5 children with EHCPs and 1 on the pathway for an EHCP. 14 pupils are receiving SEND support.
- There are 49 pupils with English as an additional language (EAL) (58%)
- The lowest achieving cohorts are White Other (12 pupils), WBRI (20 pupils)
- White British are the largest of these lowest achieving cohorts with 20 pupils. 13 pupils out of 20 in this cohort belong to another vulnerable group (11 are pupils premium 58%) (3 pupils have SEND 16%) (1 pupil has a social worker and is a LAC). All these pupils are closely monitored and if they are working towards or below receive additional 1:1 and small group support.

Year 1 Data

	READING				WRITING				MATHS			
	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS
All pupils	11%	26%	63%	21%	14%	26%	60%	5%	10%	26%	64%	4%
Class: Escort	8%	32%	60%	8%	16%	24%	60%	4%	8%	28%	64%	4%
Class: Orion	12%	23%	65%	27%	8%	27%	65%	8%	8%	31%	62%	0%
Class: Sierra	14%	24%	62%	28%	17%	28%	55%	3%	14%	21%	66%	7%
Class: 0	0%	0%	60%	0%	0%	0%	60%	0%	0%	0%	64%	0%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Class: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Girls	15%	20%	66%	22%	15%	17%	68%	10%	10%	24%	66%	2%
Boys	8%	33%	59%	21%	13%	36%	51%	0%	10%	28%	62%	5%
Non Pupil Premium	11%	23%	66%	23%	11%	29%	61%	5%	11%	23%	66%	4%
Pupil Premium	13%	33%	54%	17%	21%	21%	58%	4%	8%	33%	58%	4%
Non SEN	5%	26%	69%	24%	8%	24%	68%	6%	2%	27%	71%	5%
SEN Support (K)	21%	36%	43%	14%	21%	43%	36%	0%	36%	29%	36%	0%
EHCP	75%	0%	25%	0%	75%	0%	25%	0%	50%	0%	50%	0%
Non EAL	0%	40%	60%	12%	12%	32%	56%	4%	4%	32%	64%	4%
EAL	16%	20%	64%	25%	15%	24%	62%	5%	13%	24%	64%	4%
Ethnicity: ABAN	0%	0%	100%	67%	0%	0%	100%	0%	0%	0%	100%	0%
Ethnicity: BAFR	18%	9%	73%	41%	14%	18%	68%	14%	23%	5%	73%	9%
Ethnicity: WBRI	4%	52%	43%	4%	17%	35%	48%	0%	4%	35%	61%	0%
Ethnicity: WOTH	8%	25%	67%	25%	17%	25%	58%	8%	8%	42%	50%	0%

- Currently 63% (+4%) of pupils are expected in Reading, 60% (+3%) in Writing, and 64% (+8%) in Maths. We expect this figure to increase as more children have access to and make progress through targeted interventions.
- PP pupils have a smaller % of children at expected than non-pupil premium pupils. PP pupils are monitored closely and targeted for additional interventions.
- Lowest attaining cohort is White British (23 pupils) in reading and writing but White Other is lowest in maths, these pupils will be targeted for additional interventions.
- There are 4 children with EHCPs. 14 pupils receiving SEND support. 1 pupil on a pathway for an EHCP
- English is an additional language for 69% of pupils in the year group
- All classes have made progress from baseline data except for Sierra in Writing and Reading, this is due to new pupils joining the class.

Reception Data

All pupils	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	2	2%	2	2%	1	1%	2	2%	1	1%	2	2%	2	2%
Nur	2	2%	0		1	1%	3	4%	2	2%	3	4%	1	1%
WTS	22	27%	19	23%	4	5%	33	40%	21	26%	24	29%	23	28%
EXS	56	68%	61	74%	76	93%	44	54%	58	71%	53	65%	56	68%
Total	82		82		82		82		82		82		82	

Cortina	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	1	4%	1	4%	1	4%	1	4%	0		1	4%	1	4%
Nur	1	4%	0		0		0		1	4%	0		0	
WTS	7	25%	6	21%	1	4%	10	36%	5	18%	7	25%	6	21%
EXS	19	68%	21	75%	26	93%	17	61%	22	79%	20	71%	21	75%
Total	28		28		28		28		28		28		28	

Granada	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		0		0		0		0	
Nur	1	4%	0		0		2	8%	0		3	12%	1	4%
WTS	8	31%	7	27%	3	12%	14	54%	11	42%	7	27%	10	38%
EXS	17	65%	19	73%	23	88%	10	38%	15	58%	16	62%	15	58%
Total	26		26		26		26		26		26		26	

Mondeo	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	1	4%	1	4%	0		1	4%	1	4%	1	4%	1	4%
Nur	0		0		1	4%	1	4%	1	4%	0		0	
WTS	7	25%	6	21%	0		9	32%	5	18%	10	36%	7	25%
EXS	20	71%	21	75%	27	96%	17	61%	21	75%	17	61%	20	71%
Total	28		28		28		28		28		28		28	

Non PP / LAC	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	2	3%	2	3%	1	2%	2	3%	1	2%	2	3%	2	3%
Nur	2	3%	0		1	2%	3	5%	2	3%	3	5%	1	2%
WTS	18	29%	15	24%	3	5%	27	43%	18	29%	20	32%	20	32%
EXS	41	65%	46	73%	58	92%	31	49%	42	67%	38	60%	40	63%
Total	63		63		63		63		63		63		63	

PP / LAC	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		0		0		0		0	
Nur	0		0		0		0		0		0		0	
WTS	4	21%	4	21%	1	5%	6	32%	3	16%	4	21%	3	16%
EXS	15	79%	15	79%	18	95%	13	68%	16	84%	15	79%	16	84%
Total	19		19		19		19		19		19		19	

- This data was submitted in February (Reception data is collected in October, February and July)
- Granada is the lowest achieving class, this is due to a higher number of pupils with additional needs (35%, whereas Mondeo and Cortina have 29%)
- Spring Term GLD 54%
- 21 pupils receive SEND support (26%) 2 pupils have an EHCP, 1 pupil is on a pathway for an EHCP

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- 49 (60%) pupils have English as an additional language
- Physical Development has the most pupils at expected
- Literacy has the lowest number of pupils at expected, but there has been an increase of 18%. Daily additional phonics catchup and literacy interventions is in place.
- Pupil Premium pupils (19 pupils, 23%) attainment is above non-pupil premium attainment in all areas of learning.
- On average the lowest cohort is White Other (for the majority of these 13 pupils English is not spoken at home)

Nursery Data

All pupils	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	3	9%	2	6%	0		3	9%	7	21%	6	18%	2	6%
WTS	14	41%	13	38%	4	12%	18	53%	8	24%	11	32%	10	29%
EXS	17	50%	19	56%	30	88%	13	38%	19	56%	17	50%	22	65%
Total	34		34		34		34		34		34		34	

NAM	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	2	11%	1	5%	0		2	11%	4	21%	4	21%	1	5%
WTS	9	47%	6	32%	2	11%	12	63%	6	32%	7	37%	7	37%
EXS	8	42%	12	63%	17	89%	5	26%	9	47%	8	42%	11	58%
Total	19		19		19		19		19		19		19	

NPM	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		1	100%	1	100%	1	100%	1	100%
WTS	1	100%	1	100%	1	100%	0		0		0		0	
EXS	0		0		0		0		0		0		0	
Total	1		1		1		1		1		1		1	

FT NUR	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	1	7%	1	7%	0		0		2	14%	1	7%	0	
WTS	4	29%	6	43%	1	7%	6	43%	2	14%	4	29%	3	21%
EXS	9	64%	7	50%	13	93%	8	57%	10	71%	9	64%	11	79%
Total	14		14		14		14		14		14		14	

Non EYPP / LAC	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	3	10%	2	7%	0		3	10%	6	21%	6	21%	2	7%
WTS	13	45%	13	45%	4	14%	16	55%	7	24%	10	34%	8	28%
EXS	13	45%	14	48%	25	86%	10	34%	16	55%	13	45%	19	66%
Total	29		29		29		29		29		29		29	

EYPP / LAC	Communication and language		Personal, social & emotional dev.		Physical development		Literacy		Mathematics		Understanding the world		Expressive arts and design	
EAL	0		0		0		0		0		0		0	
B-3	0		0		0		0		1	20%	0		0	
WTS	1	20%	0		0		2	40%	1	20%	1	20%	2	40%
EXS	4	80%	5	100%	5	100%	3	60%	3	60%	4	80%	3	60%
Total	5		5		5		5		5		5		5	

- This data was submitted in February (Nursery data is collected in October, February and July)
- As expected more full-time pupils are at expected than morning children except in PSED where in both morning cohort and full-time cohort there are 7 pupils who are currently not at the expected standard for PSED. The am cohort is larger so the % is higher.
- Lowest achieving cohort is White Other (4 pupils)
- UW, Literacy and C&L have the lowest number of pupils at expected, however in all areas of learning there has been a significant increase in children achieving the expected standard for example there has been a 33% increase in pupils achieving expected in UW.
- 21 pupils have English as an additional language (62%)
- 5 pupils receiving SEN support 1 pupils on the pathway towards an EHCP
- 5 pupils are eligible for pupil premium funding (15%). In all areas of learning there is a higher percentage of pupil premium pupils achieving expected than non-pupil premium pupils.

Village Infants School

Signed: *Y Cattle* Y Cattle (Head)

3.5.24

This report was contributed to by the following member of staff:

A Rix Deputy Head

Additional reports attached as below:

D Rosaman	SENDCo Report	Appendix 1
J Allison	EYFS Lead Report	Appendix 2
S Joy	Finance Report	Appendix 3/3a
A Rix	Attendance Report	Appendix 4
Y Cattle	Safeguarding Report	Appendix 5