

Report to Governors on Autumn Term 2024 (September - December)

School Context

Pupil Mobility 2024/25 - Term 1 (Sept-Dec)

Admissions = 12

	Nursery	Reception	Year 1	Year 2	EAL	SEN
Term 1	3	2	5	2	9	0
Term 2						
Term 3						

Leavers = 20

	Nursery	Reception	Year 1	Year 2	EAL	SEN
Term 1	4	4	3	7	15	4
Term 2						
Term 3						

Pupils on roll

REC	80
YR 1	88
YR 2	79
NURSERY	72

Exclusions:

None

Safeguarding:

Please see attached safeguarding report (Appendix 3)

Incidents of Prejudice/Discrimination: One

Incidents of Bullying: None

Complaints:

Four parental complaints

Staffing

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- Kam moved from Year 2 to Year 1 so she could further develop phonics in Year 1 as the KS1 Reading Leader.
- Sabiha moved from Year 1 to Year 2 to enable the above move. Sabiha resigned from her TLR role as Year 1 Lead. We now have a KS1 Lead.
- Adriana (TA) left the school at the end of the summer term to work outside education. This pose was covered internally. Our intention going forward with staffing is to not replace any staff who leave or reduce their hours but to cover internally because of budget constraints.
- At the beginning of the Autumn term we asked staff ahead of organisation change if any staff wanted to reduce hours.
- Jeanette (LSA) reduced to 3 mornings from 5 mornings.
- Tracey Davidson (TA) reduced her hours to 3 days from 4 days.
- Olly (LSA) reduced her hours to 4 days from 5 days.
- Jodie (TA) reduced her hours to 4 days from 5 days.
- Lauren (LSA) returned from maternity on reduced hours from 5 days to 3 days.
- Nicky Tilley (Admin) condensed her hours from 5 days to 3 days.
- Esther (MDA) left to pursue a career in retail.
- Kirsty Barker has returned full time from her maternity leave.

Staff CPD

- Whole school tow day inset 3rd and 4th September 2024
 - Joint safeguarding training for all staff with William Ford
 - Additional CPD for Village Staff:
 - Phonics coaching
 - Curriculum Lead Support
 - Talk for Writing
- After school insets took place in the following subjects:
 - Little Wandle
 - Curriculum
 - SEND
 - Assessment
 - Science
 - Edukey
- Kam attended Reading for Pleasure training
- Debbie attended a Speech and Language course
- All staff continued to have Little Wandle Phonics coaching
- Kirsty attended training on the 'Get Set for PE' scheme
- Jess attended 3 meetings for the Science Primary Quality Mark
- Jo B attended a Computing subject lead course and a preparing for Ofsted computing course
- Jo G attended the DT network meeting
- Sabiha attended the RE network meeting
- Susan Hodgeson (EYFS Advisor) attended school to provide training for EYFS staff
- Kam and Jade attended a series of English Hub training sessions for Reading Leaders
- Angelena attended RSJ network meeting
- Angelena attended Art Hub meetings
- Angelena attended Mental Health and Well being training
- Angelena and Kirsty delivered training to support staff in relation to SEMH strategies
- YC attended Relationship Management meeting with Kate Gooding
- YC attended curriculum development walk at Dorothy Barley in Writing

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Ofsted Preparation

YC, AR, JA participated in a mock Ofsted phone call with SIP Richard Hunter. This was very useful.

Governors

New LA Governor Martin Nicholson visited the school.

Naureen Akhtar (Curriculum Governor) visited the school EYFS focus.

Harriet Spoor (Chair) toured the school with new parent Governor Sunday Oloruntola. attended Harriet also attended our Christmas Performances together with Margaret Mullane MP.

Glen Spoor (Health and Safety) supported with school Christmas Fete and did an amazing job as Father Christmas.

Benedette Thompson (RSJ) met with Angelena Hindochu (RSJ co-ordinator)

Lee Buckingham (Safeguarding) attended the school to discuss safeguarding and gather pupil voice. He also visited the school to check the SCR.

Richard Hunter (SIP) provided Governor training for key roles in preparation for Ofsted.

Yolanda and Debbie Roseman attended the Governors Conference.

Organisational Change

The school submitted a proposal for organisational change. This would include the Music Teacher (Diane Whelan) being made redundant. The HT reducing to 4 days. MDAs reducing hours by 30 minutes a day. Due to the deficit budget these measures were felt to be savings that would have the least impact on Teaching and Learning. A consultation meeting took place attended by Unions and HR. The consultation period has now ended. These measures will take effect from April.

Performance and Partnership Meeting

Harriet and myself attended this meeting with Jane Hargreaves (Director of Education) and Jessica McQuaid (Head of Schools Performance and Partnership). Jane's report is attached (appendix 4)

Little Wandle

-Phonic Workshop for parents were held in Reception and Year 1.

-Reader Leaders Kam (KS1) and Jade (EYFS) led training, conducted observations and implemented additional interventions. Both these leaders are currently mentoring two PGCE students which has supported their professional development.

New Vision Audit

The New Vision English Hub visited to conduct a day long phonic audit. They met with myself, Jade and Kam. This was very useful and supported us in further developing our phonic provision as well as providing £3,000 of funding for phonic resources. Please see attached report (Appendix 5)

YC attended English Hub Showcase in order to apply to become a Partner School which would provide additional funding and support. Unfortunately our school was not chosen as it was felt there were other schools in need of more support.

Curriculum Walks

All subject leads conducted a learning walk looking at lessons in their subject throughout the school from Nursery to Year 2. This was conducted with a member of the SLT. This is an opportunity for Subject Leads to monitor their subject throughout the school and agree actions for each year group. These walks will take place termly so actions can be reviewed and progress monitored.

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Links with other schools

All teachers attended writing moderation with Dorothy Barley and Parsloes schools.

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.

Enrichment Activities

Year 2

-As part of the Great Fire of London topic, the children made houses, which were assembled in the playground to recreate a street in 1666. These were then set on fire so the children could see how the fire spread quickly and how fire stops could slow the spread of the fire.

-The children also visited the Monument, where the Great Fire started. They walked along the River Thames and identified famous landmarks in London and then visited the Tower of London where they took part in a drama based Fire of London Workshop. The children loved this trip and it really brought alive the learning they had been doing in Geography and History.

-For Remembrance, all the Year 2 classes went to the war memorial to take part in a Remembrance Service with the British Legion and other local schools. Each class made a wreath, that was laid at the war memorial.

-As part of the Year 2 Victorians topic, the year group held a 'Victorian Day' so the children could experience what a typical school day was like for Victorian Children.

Year 1

-Year 1 visited The Aquarium in Southend to support learning in Science (animal groups) and Geography (coastline)

-Season Walks in local park.

-Geography walks in the local area.

Harvest

Parents were invited to join our Harvest Assembly. The children brought in donations of food leading up to this assembly and this food was donated to a local foodbank afterwards. Joel Edwards (the Vicar from Dagenham Parish Church) attended the assembly and spoke to the adults and children about Harvest and the children performed some Harvest songs which was led by Diane Whelen.

Black History Month

This was celebrated with a series of assemblies and classroom activities with each class researching and sharing information about significant historical black figures.

Allotment

KS1 pupils visited the allotment and harvested potatoes.

Christmas

Christmas Performances - Parents attended Nursery, Reception and Key Stage 1 performances.

Visit to Dagenham Parish Church - Reception, Year 1 and Year 2 visited Dagenham Parish Church for a Christmas Service.

Christmas Dinner - was enjoyed by all children and staff - Santa even came for a visit!

Christmas Pantomime – We invited Chaplins Pantos to come into school and they performed 'Beauty and the Beast' This was a huge success and all the children thoroughly enjoyed it.

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Christmas Bazaar – This was held jointly with William Ford and was enjoyed by children and parents alike. This raised £573.

Clubs

In the Autumn Term Mavericks delivered Multisports Clubs for Year 1 and Year 2. A football club was also offered for KS1 pupils.

Parent Workshops

Phonic Parent Workshops Reception and Year 1

Parents were invited into school to learn about the Little Wandle phonics programme and then they visited their child's class to observe a phonic lesson. All parents who attended this found it very useful and particularly enjoyed seeing the lesson in class.

Maths Parent Workshops Reception and Year 1

Reception parents were invited to a meeting to learn about maths in Reception they then visited their child's class where a variety of maths activities were available to support parents in teaching these mathematical concepts at home through play eg making patterns with leaves

KS1 parents were invited to a meeting to explain the KS1 maths curriculum and assessment.

Mathematical methods for the four rules were modelled so parents could support their children at home.

Little Wandle Phonic Workshops took place in Reception and Year 1 updating parents on what their children were being taught and how they could support them at home.

The school has tried to raise its profile in order to promote the school to increase number of pupils on roll. This includes new signage, leafletting local area and on-line forms for ease of parent accessibility.

SEND

Please see Appendix 1 SENDCo Report for further information.

Language Screen

In term 1b, Jackie Duplock assessed all pupils in Reception on LanguageScreen to allocate children to the appropriate interventions. Amy Whiffin supported and analysed the data 38% of all children in Reception had language skills that were either a clear cause for concern or a cause for concern. This is 12% less than last year. From this data, information was provided for class teachers to see how each child scored on the 4 different areas (Expressive Vocabulary, Receptive Vocabulary, Comprehension and Sentence Repetition). Pupils that were a clear cause for concern, or a cause for concern were a priority for interventions. If pupils scores were low due to Comprehension this was shared with teachers and this would be targeted in reading groups, story time and book talk opportunities rather than the NELI intervention. From this, pupils have been identified and grouped. In December Jackie started taking some of these pupils for basic speech and language activities, to get to know the pupils and their needs. In January Jackie will start the 20 week NELI programme.

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. Interventions are in response to pupils needs and include academic progress, SEMH, attention bucket, sensory circuit, movement breaks, colourful semantics.

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Pupil Premium

In the academic year 2024 – 2025 we receive £92,028 Pupil Premium Grant and £4,966.25 Recovery Premium.

During the Autumn term there were 63 pupils recorded as being entitled to Pupil Premium grant and an additional 4 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 (2024 - 2025) for details of the school's approaches.

Pupil Performance and Data

Year 2 Data

Year 2 Data Analysis Summary – Autumn 2024

Attainment Summary:

All figures percentages

	READING				WRITING				MATHS			
	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS
All pupils	35%	3%	62%	12%	10%	3%	55%	4%	12%	29%	60%	4%
Class: Capri	38%	8%	54%	17%	13%	38%	50%	4%	13%	46%	38%	4%
Class: Fiesta	33%	0%	67%	11%	4%	44%	52%	4%	7%	26%	67%	4%
Class: Scorpio	35%	0%	65%	8%	15%	23%	62%	4%	15%	15%	69%	4%
Girls	33%	3%	64%	15%	18%	15%	67%	5%	18%	21%	62%	5%
Boys	37%	3%	61%	8%	3%	55%	42%	3%	5%	37%	58%	3%
Non Pupil Premium	34%	4%	62%	15%	9%	32%	58%	6%	9%	28%	62%	6%
Pupil Premium	38%	0%	63%	4%	13%	42%	46%	0%	17%	29%	54%	0%
Non SEN	29%	4%	68%	14%	7%	34%	59%	5%	7%	29%	64%	5%
SEN Support (K)	44%	0%	56%	6%	6%	44%	50%	0%	13%	38%	50%	0%
EHCP	80%	0%	20%	0%	60%	20%	20%	0%	60%	0%	40%	0%
Non EAL	33%	4%	63%	8%	0%	42%	58%	4%	0%	42%	58%	4%
EAL	36%	2%	62%	13%	15%	32%	53%	4%	17%	23%	60%	4%
Ethnicity: ABAN	0%	0%	100%	33%	0%	0%	100%	0%	0%	0%	100%	0%
Ethnicity: BAFR	26%	0%	74%	22%	17%	22%	61%	9%	22%	9%	70%	9%
Ethnicity: WBRI	41%	5%	55%	5%	0%	45%	55%	0%	0%	41%	59%	0%
Ethnicity: WOTH	36%	9%	55%	18%	18%	36%	45%	9%	18%	27%	55%	9%

- Currently 62% of pupils are expected in Reading, 55% in Writing, and 60% in Maths. We expect these figures to increase as more children have access to and make progress with targeted interventions.
- We currently have 5 pupils with EHCPs, 21% of pupils are on the SEND register in year 2 and 69% of pupils have English as an additional language.
- There is no gap between the attainment of pupil premium pupils and non-pupil premium pupils in reading. There is a gap in the attainment of pupil premium pupils and non-pupil premium pupils in Maths (-8%) and Writing (-12%). All these pupils are accessing interventions and an additional writing intervention has been put in place.
- There is a significant gap between the attainment of boys and the attainment of girls in writing. Boys and pupil premium pupils have been targeted for an additional writing intervention.
- White British (22 pupils) and White Other (11 pupils) are the lowest achieving cohorts in Reading. White other is the lowest achieving cohort in Writing and Maths.

Year 1 Data

Year 1 Data Analysis Summary – Autumn 2024

Attainment Summary:

All figures percentages

	READING				WRITING				MATHS			
	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS	Below WTS	WTS	EXS & above	GDS
All pupils	20%	16%	64%	1%	23%	30%	48%	0%	23%	18%	59%	1%
Class: Escort	14%	28%	59%	3%	21%	41%	38%	0%	17%	21%	62%	3%
Class: Orion	13%	7%	80%	0%	20%	17%	63%	0%	17%	17%	67%	0%
Class: Sierra	34%	14%	52%	0%	28%	31%	41%	0%	34%	17%	48%	0%
Class: 0	0%	0%	59%	0%	0%	0%	38%	0%	0%	0%	62%	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%	20%	63%	2%	22%	27%	51%	0%	20%	20%	61%	2%
Boys	23%	13%	64%	0%	23%	32%	45%	0%	26%	17%	57%	0%
Non Pupil Premium	22%	18%	60%	1%	24%	29%	47%	0%	24%	19%	57%	1%
Pupil Premium	15%	10%	75%	0%	20%	30%	50%	0%	20%	15%	65%	0%
Non SEN	18%	10%	72%	2%	18%	27%	55%	0%	17%	15%	68%	2%
SEN Support (K)	20%	32%	48%	0%	28%	36%	36%	0%	32%	24%	44%	0%
EHCP	67%	0%	33%	0%	67%	33%	0%	0%	67%	33%	0%	0%
Non EAL	15%	26%	59%	3%	21%	38%	41%	0%	18%	26%	56%	3%
EAL	24%	9%	67%	0%	24%	24%	52%	0%	26%	13%	61%	0%
Ethnicity: ABAN	0%	25%	75%	0%	0%	38%	63%	0%	13%	13%	75%	0%
Ethnicity: BAFR	20%	0%	80%	0%	20%	25%	55%	0%	20%	25%	55%	0%
Ethnicity: WBRI	13%	30%	57%	0%	22%	30%	48%	0%	17%	17%	65%	0%
Ethnicity: WOTH	33%	13%	53%	0%	33%	27%	40%	0%	47%	0%	53%	0%
Ethnicity: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ethnicity: 0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

- Currently 64% of pupils are expected in Reading, 48% in Writing, and 59% in Maths. We expect this figure to increase as more children have access to and make progress through targeted interventions.
- The school is focusing on the further development of writing within this year group with additional support for planning and implementation provided by the Literacy co-ordinator.
- Pupil premium pupils attainment is higher than non-pupil premium pupils in Reading, Writing and Maths.
- Lowest attaining cohort for all subjects is White Other (15 pupils).
- There are 3 children with EHCPs. 25 pupils receiving SEND support.
- English is an additional language for 61% of pupils in the year group

Reception Data

All Pupils – percentage at EXS

Area of Learning	Baseline 82 pupils	Autumn 79 pupils
CL	57	73
PSED	63	77
PD	87	90
Literacy	48	57
Maths	50	65
UW	55	66
EAD	74	81

Classes – percentage at EXS

Area of Learning	Cortina		Granada		Mondeo	
	Baseline 28 pupils	Autumn 27 pupils	Baseline 27 pupils	Autumn 26 pupils	Baseline 27 pupils	Autumn 26 pupils
CL	50	81	52	62	70	77
PSED	61	78	70	73	59	81
PD	86	89	93	88	81	92
Literacy	46	56	48	54	48	62
Maths	50	74	56	58	44	62
UW	54	74	56	50	56	73
EAD	75	89	74	69	74	85

EY Pupil Premium / LAC – percentage at EXS

Area of Learning	Non EYPP / LAC		EYPP / LAC	
	Baseline 64 pupils	Autumn 61 pupils	Baseline 18 pupils	Autumn 18 pupils
CL	55	69	67	89
PSED	59	74	78	89
PD	83	87	100	100
Literacy	48	59	44	50
Maths	50	67	50	56
UW	53	64	61	72
EAD	75	79	72	89

Reception Data

- GLD currently 57%
- 11 pupils receive SEND support. 2 pupils have an EHCP.
- 43 (54%) pupils have English as an additional language
- Physical Development has the most pupils at expected
- Literacy has the lowest number of pupils at expected (57%), additional phonics catchup is in place.
- Pupil Premium pupils (18 pupils) attainment is above non-pupil premium attainment in all subjects except Maths (-11%) and Literacy (-9%). Additional intervention is in place for these pupils.
- On average the lowest achieving cohort is White Other (for the majority of these 7 pupils English is not spoken at home)

Nursery Data

All Pupils – percentage at EXS

Area of Learning	Baseline 33 pupils	Autumn 36 pupils
CL	21	28
PSED	15	36
PD	33	61
Literacy	12	22
Maths	30	50
UW	27	28
EAD	12	33

Classes – percentage at EXS

Area of Learning	NAM		NPM		FT NUR	
	Baseline 12 pupils	Autumn 13 pupils	Baseline 6 pupils	Autumn 7 pupils	Baseline 15 pupils	Autumn 16 pupils
CL	8	8	0	29	40	44
PSED	0	23	0	43	33	44
PD	33	38	0	86	47	69
Literacy	0	15	0	14	27	31
Maths	17	46	17	43	47	56
UW	8	15	17	14	47	44
EAD	8	31	0	43	20	31

EY Pupil Premium / LAC – percentage at EXS

Area of Learning	Non EYPP / LAC		EYPP / LAC	
	Baseline 30 pupils	Autumn 33 pupils	Baseline 3 pupils	Autumn 3 pupils
CL	23	30	0	0
PSED	17	39	0	0
PD	33	61	33	67
Literacy	13	24	0	0
Maths	33	52	0	33
UW	30	27	0	33
EAD	13	33	0	33

- More full-time pupils are at expected than part-time pupils.
- Lowest achieving cohort is ABAN (8 pupils)
- UW, CL and Literacy have the lowest number of pupils at expected.
- 22 pupils have English as an additional language (61%)
- 4 pupils receiving SEN support 1 pupil on the pathway towards an EHCP
- 3 pupils are eligible for pupil premium funding (8%)

Village Infants School

Signed: *Y Cattle* Y Cattle (Head)

24.1.25

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
A Rix	Attendance Report	Appendix 2
Y Cattle	Safeguarding Report	Appendix 3
Performance and Partnership Report		Appendix 4
New Vision Phonic Audit		Appendix 5
Building Report		Appendix 6