

St Martin's Catholic Primary School



Headteacher's Report To the Governors Spring 2017

Part 1



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Part 1

A. The Context of the School

General Information about the School

Pupils and Class Organisation.

The Spring term commenced on 5th January 2017.

Classes were organised as follows: -

Class 1	Year 6	30	Mr McNulty
Class 2	Year 5	27	Mrs Parker
Class 3	Year 4	30	Mrs Clarke and Mrs Isherwood
Class 4	Year 3	30	Mrs. Hunter and Mrs. Stanley
Class 5	Year 2	27	Mrs Wild and Mrs Forber
Class 6	Year 1	30	Mrs Carney
Class 7	Reception	30	Mrs O'Nions and Miss Carter

Total number on roll 204 children.

Pupil movements

During last term and the beginning of this term, we have had the following pupil movements:-

Out - None

In - None

Staffing Context

In post and allowance responsibilities

The school employs the following staff: -

Mr. Martin Valdez	Maintenance Officer	(30 h.p.w.)
Mrs. Karen Reese	Administrator	(32-½ h.p.w.)
Mrs. Helen Bailey	Clerical support	(20 hours per week)
Mrs. Linda Rotherham	S.M.S	(7 ½ h.p.w.)
Miss Shelley Rotherham	M.D.A.	(6 ¼ h.p.w.)
Mrs. Sharon Herbert	M.D.A.	(6-¼ h.p.w.)
Miss Laura Ellis	M.D.A.	(6 ¼ h.p.w.)
Mrs Nicky Connolly	M.D.A	(6 ¼ h.p.w.)
Mrs Ann Marie Doyle	M.D.A.	(6 ¼ h.p.w)
Mrs. Karen Hughes	M.D.A.	(6 ¼ h.p.w.)
	Breakfast Club and After School Club	(17 ½ h.p.w.)
Mrs. Karen Smith	M.D.A.	(31 ¼ h.p.w.)
	Support worker for Breakfast Club and Parents Cafe	
Mrs. Ruth Iddon	Teaching Assistant (K.S.1)	(28 ¾ h.p.w.)
Mrs Glenis Brockley	Teaching Assistant (K.S.1)	(30 ¾ h.p.w.)
Mrs. Linda McNabb	Teaching Assistant	(21 ½ h.p.w.)
Mrs. Kelly Walsh	Teaching Assistant	(23 ½ h.p.w.)
Mrs Rachel Wilson	Teaching Assistant	(6 h.p.w.)
Mrs Sue Eccles	Teaching Assistant	(6 h.p.w.)
Mrs. Becky Slonecki	Teaching Assistant	(25 ½ h.p.w.)
Miss Danica Harrison	Teaching Assistant	(28 ¾ h.p.w.)
Miss Lisa Rowe	HLTA	(0.7)
Mrs. Ann Grindrod	Behaviour Support Assistant (Pupil Premium funding)	
Mrs. Angela Clarke	Learning Mentor (4 days per week) (Pupil Premium funding)	
Mrs. Karen O’Nions	Class Teacher	(0.51)
Ms Liz Carter	Class Teacher	(0.51)
Mrs. Clare Carney	Class Teacher Assistant Headteacher	

Mrs. Lesley Wild	Class Teacher + TLR2 (0.51)
Mrs. Karen Forber	Class Teacher (0.61 including 0.1 for interventions)
Mrs. Adele Hunter	Class Teacher + TLR2 (0.51)
Mrs. Marion Stanley	Class Teacher + TLR2 (0.51)
Mrs. Roz Clarke	Class Teacher (0.41)
Mrs Siobhan Isherwood	Class Teacher (0.71)
Mrs Sarah Parker	Class Teacher Deputy Headteacher
Mr Peter Mc Nulty	Class Teacher (Full time)
Mrs Rachel Hayes	On one year secondment at St Augustine's Academy
Mr. Phillip Hallman	Headteacher

Funded by the three Murdishaw Schools (through Pupil Premium)

Mrs. Jane Rostance	Family Support Worker (0.8)
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Section 1

Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development

Almost all pupils benefit from teaching that is at least good and some that is outstanding. The pupils benefit from a rich and relevant curriculum that contributes to good learning and achievement and is firmly based in the school's very strong Catholic, Christian ethos.

Links with Parents and the Community

The school is seen to be successful by the community it serves and it is a popular choice with parents. We have very strong links with Tiny Steps Pre School which is held on site. As part of our links with Tiny Steps they visit school and assemblies on a regular basis. The Reception Teachers also have meetings with the parents of all new children. The children also have a number of class visits in the Summer term before they start school.

Parents are very supportive of the school and help to raise additional funds for the school. Last term we raised money for a whole range of charities including:

Christmas Fair	£1 400
Halton Haven	£ 380

A number of our Parents help as volunteers in classrooms and help with visits and sports. A monthly newsletter is sent out to all parents and is posted on the School Website. We hold two parents evenings each year and parents are welcome to come in and talk to the

Headteacher at any time or to speak to their child's Classteacher at the end of the school day. All Newsletters are also posted on the school's website <http://st-martins.halton.sch.uk/>

We have very strong links with the two other Murdishaw primary schools for shared Family Support Work. We employ the Family Support Worker and she has a workload across the three schools. We also have strong links and with St Chad's High School and the other Runcorn Aided Schools and together they enable us to ensure that we are successful in promoting community cohesion. At all times we take part in as many extra activities with St Chad's as we can. This has included French and Chinese with our Y5 and Y6 pupils.

We try to ensure that good opportunities are provided for pupils of all ages to take on positions of responsibility and leadership in the school and in a wide range of activities, for example as Play Leaders and Pupil Mentors. This makes a valuable contribution to our ethos and quality of provision. Pupils are also encouraged to participate in charity work and fund raising and they play an important role in our Christmas and Summer Fairs.

We have a Friends of St Martin's group who help to organise fundraising for the school. They held a very successful Christmas Fair and also supported a number of activities within school.

We also have strong links with Liverpool Hope University. We provided a student places last term and are providing a further placement this year. The majority of teaching staff have also been trained by Liverpool Hope University as Student Mentors. This term both myself and Mrs Wild will be taking part in interviewing prospective students for teacher training at Hope.

In order to promote **pupils' spiritual, moral social and cultural education** we have a range of visitors to school and also a range of celebrations and trips as follows:

Date	Class and Curriculum area	Visit, visitor, activity
Wednesday 11 th January	Whole School	School Mass for Christmas and in remembrance of Colin Smith
Thursday 12 th January	Parents, Health and well-being	Andrea Ross, School Health Nurse Drop in for Parents
Thursday 26 th January	Y5 and Y6 Foreign Languages	Chinese New Year celebrations St Chad's
Date	Class and Curriculum area	Visit, visitor, activity
Friday 27 th January	Y6 whole school assembly PSHE	Holocaust Assembly for whole school

Monday 30 th January	Whole School Multi cultural	Chinese New Year Assembly from St Chad's
Thursday 2 nd February	Y6 RE	Trip to St Chad's for Candlemas Service
Monday 6 th February	Y6 PSHE and Drama	Visit to Riverside College for Drama Workshop
Monday 20 th February	Y1 and Y2 PE	Steve Woods Multi skills
Friday 24 th February	Whole School RE and Spiritual Assembly	Sr Teresa and Y6 Mini Vinnies
Monday 27 th February	Y1 and Y2 PE	Steve Woods Multi skills
Tuesday 28 th February to 3 rd March	Y5 and Y6 History	Residential trip to Edinburgh
Wednesday 1 st March	Whole School RE and Spirituality	Whole School Mass for Ash Wednesday
Monday 6 th March	Y1 and Y2 PE	Steve Woods Multi skills
Thursday 16 th March	Parents, Health and well-being	Andrea Ross, School Health Nurse Drop in for Parents
Monday 20 th March – Wednesday 22 nd March	Y6 PSHE and PE	Bikeability training
Friday 31 st March	Whole School Music	Key Strings

Section 2

Effectiveness of leadership and management

The headteacher and leadership team are committed to aiming at excellence in all activities and this is demonstrated through a continuous emphasis on improvement. The leadership and governance is committed to maintaining the highest levels of achievement and personal development for all pupils within our strong Catholic ethos. All staff are leaders and share the clear vision for the collective achievement of living out our Mission Statement.

The School is lead very well by the Headteacher and his Senior Leadership Team. The Senior Leadership Team is made up of the Headteacher, Deputy Headteacher (and Key Stage 2 Manager) and the Assistant Headteacher (and Key Stage 1 Manager). We meet on a weekly basis to look at aspects of school development and welfare. It is through this that we leaders

and managers demonstrate our very high ambition for pupils and improvements in their achievement.

As part of our meetings we look at how we can improve teaching and learning and these issues are taken straight back to staff at the following staff meeting. It is vital then to provide opportunities for supporting staff development.

We are continuing to implement a series of learning walks and carrying out lesson observations throughout the year these are also supplemented by Work Scrutinies. These are fed into staff performance management meetings as future targets for professional development.

A major focus over this term and throughout the year will be looking to raise attainment in Maths throughout the school.

During the Spring term the Staff are given a variety of Training Opportunities including the following:

Date	Member of Staff	Training area
Tuesday 10 th January	P D Hallman	DAPH meeting
Monday 16 th January	J Rostance	Family Support Workers' Network meeting
Thursday 19 th January	S Isherwood	SENCO cluster meeting
Friday 27 th January	P D Hallman	HAPH training
Monday 30 th , 31 st January and 2 nd February	J McDonald and L Ellis	First Aid training
Wednesday 1 st February	S Isherwood	SENCO workshop
Thursday 2 nd February	K O'Nions and L Carter	EYFS training
Tuesday 7 th February	C Carney	RE Co-ordinators meeting
Tuesday 7 th February	J Rostance	ECaf training
Wednesday 8 th February	P McNulty	Writing moderation
Date	Member of Staff	Training area
Monday 27 th February	J Rostance and P D Hallman	Boxall training
Wednesday 1 st March	S Isherwood	SENCO Workshop

Thursday 9 th March	K O’Nions and K Forber	Art - Wall Murals
Thursday 16 th and Friday 17 th March	P D Hallman	Heads Conference
Tuesday 28 th March	J Rostance	Theraplay training

In addition during the course of the Spring term the following topics will be covered at the staff meetings:

Wednesday	4th January	ALL RE
Wednesday	11th January	Performance Management
Wednesday	18th January	General items
Wednesday	25th January	Writing moderation with Lakeside
Wednesday	1st February	Areas of responsibility
Wednesday	8th February	Well-being and Mental health
Wednesday	22nd February	Key Stage meetings
Wednesday	1st March	No staff meeting (Edinburgh residential)
Wednesday	8th March	ALL General items
Tuesday	14th March	Standardisation at St Clement’s
Wednesday	22nd March	Updating tracking
Wednesday	29th March	Parents’ Evening

We are constantly aware that the school needs to continue improving. Whilst we have been successful in the past this does not necessarily ensure success in the future. We continue to demand the highest standards of ourselves and through that the pupils. We also have to ready to take on additional issues as are necessary.

The school takes its responsibility to ensure that all pupils are adequately safeguarded very seriously. All teaching staff undertook Safeguarding training last term term and are now fully cognisant of all current safeguarding issues including Prevent, FGM and new policies and procedures.

Section 3

The quality of teaching, learning and assessment

Almost all teaching in almost all subjects, including English and mathematics, is good, with examples of outstanding teaching. As a result of this good and outstanding teaching, most

pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.

All teachers must and do demonstrate high expectations, enthuse and motivate pupils, including those with special educational needs and disability, so that they learn and make progress as is evidenced by the high achievements as outlined above.

All staff appreciate their role in enabling children to achieve their individual potential. It is through a collective desire to learn and achieve that we demonstrate the correct attitudes to all pupils.

The teachers set **challenging tasks** for all pupils including those with special educational needs and disability. The staff utilise prior achievement data to formally assess the children every term. Together with schools across the country we are developing new ways to track pupils now that there are no longer any Levels. We are utilising our iTrack system and are updating the data on a termly basis. This tracking looks at Gender, Pupil Premium and More Able to ensure that each group is making **the necessary progress**. **[Appendix 1 \(Part 2\) Gives a breakdown of attainment across Gender, Pupil Premium and Higher Achievers for the Autumn Term 2015.](#)**

We are also undertaking additional training in Assessment and are working with a range of other schools across Halton in conjunction with schools in Liverpool to ensure that our assessments are correctly moderated. All staff have written into their Performance Management a target ensuring all pupils make at least minimum progress.

The teachers use their expertise to deepen **pupils' subject knowledge and understanding** and teach them the skills needed to learn for themselves including pupils with special educational needs and disability. With this in mind they are constantly ensuring that lessons are of a high standard and that the children enjoy their learning.

The teachers **assess pupils' progress**, provide them with constructive feedback and plan lessons to match needs including those of pupils with special educational needs and disability and as a result of this there is very high achievement across the whole school.

It is up to all staff at all times to ensure that teaching promotes **spiritual, moral social and cultural education**. This must be done by example as much as anything else. We constantly reinforce with the children that every person in school matters and that we all have to do our best to ensure that St Martin's continues to be such a very special school.

Section 4

Personal development, behaviour and welfare

The overwhelming majority of all pupils' behaviour is outstanding and it is a great strength of the school that makes an excellent contribution to the excellent ethos for learning we have here at St Martin's. Pupils' excellent behaviour makes a very positive contribution to our well-ordered, safe school. Pupils consistently display a thirst for knowledge and a love of learning. The care, welfare and safety of pupils is excellent.

As a RC (Aided) Primary School we have strong links with our local community through parents and our governing body and strong links with church and parish which enrich pupils' religious, spiritual, moral and social education. The school's excellent church links contribute a valuable dimension to its Christian ethos.

Most of our children have attended our pre-school provision, Tiny Steps, before they enter Early Years Foundation Stage. The children come from a wide mix of different socio-economic backgrounds. A large majority of children live in subsidised rented housing; a small minority live in owner occupier private housing.

The percentage of pupils known to be eligible for free school meals is well above the national average. At the start of this term we have **51 Free School Meals**, which is **25% of roll**. We have **86 Pupil Premium** which is **42% of roll**.

On an average day the meals are as follows:-

Dinners	149
Packed Lunches	55
Home for lunch	0

There are a significant number of homes with no one in employment. A few pupils come from homes where English is an additional language this number includes New Commonwealth, Polish and Eastern European children. There is a significant number of 'fragmented homes', which is difficult to quantify or compare nationally. The school and grounds suffer from some vandalism.

Pupils' conduct in lessons and around the school is generally of a very high standard and was recognised as Outstanding in the October 2013 Inspection Report. We are constantly looking at ways to make sure the children are provided with a safe and stimulating environment and use Mentors, and the school council to listen to the pupils' voice.

Pupils' attendance and punctuality at school and in lessons is good and improving by comparison to our benchmark schools. The data comparing whole school and Free School Meal children for the last two autumn terms is as follows:

September 2016 to December 2016

Group	Number of pupils	Authorised	Unauthorised	% Attendance
Whole School	205	2.94	1.16	95.9
Pupil Premium	72	2.37	1.65	95.98

Non Pupil Premium	133	3.25	0.89	95.85
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September 2015 to December 2015

Group	Number of pupils	Authorised	Unauthorised	% Attendance
Whole School	209	2.6	1.2	96.2
Pupil Premium	88	2.51	1.62	95.86
Non Pupil Premium	121	2.62	0.96	96.42

The data shows the success we have had in addressing attendance. Once again we have maintained our overall attendance in line with national standards. Our Attendance and Behaviour Mentor, Mrs Ann Grindrod, is funded through the Pupil Premium Grant and obviously she works with all children but more of her work is directed towards those in greater need, i.e. the Pupil Premium children.

Pupils' behaviour and attitudes towards others and respect for other young people and adults, including the way they treat one another is generally of a high standard. Visitors to the school often comment very favourably on the pupils' attitude and behaviour. They show great respect to all visitors and to one another. One visitor wrote last term, 'Yours is a most impressive school where staff and children clearly thrive in a happy atmosphere'; whilst another wrote, 'The whole school was warm, peaceful yet so colourful and vibrant. The children seemed so contented.'

All children are encouraged to treat one another as they would wish to be treated as also as followers of Jesus. We celebrate success through the use of Stars of the Week and through the use of a House point system in the Juniors. The School Council meets on a regular basis with Angela Clarke our Learning Mentor. The children in Year 6 are once again working with Sr. Teresa on the Mini Vinnies project. A Mini Vinnies group is a structured and active body of students and teachers' within a school community who aim to make a difference to those who are poor, disadvantaged and marginalised.

We try to ensure that all pupils are well protected from bullying. We continually remind the children that they must tell someone if they feel they are being bullied and then we can address the problem. We always try to talk to the victim so that we can hear their story before speaking to the perpetrator(s) to get them to understand what they have done wrong and to ensure that the behaviour is not repeated. This term Year 6 will be holding a Holocaust

Memorial Assembly were we think of the ultimate consequences of victimising one or a group of peoples by another group of people.

We try to take the views of pupils and the views of parents and carers about pupils' behaviour and safety very seriously. The children often tell us that they felt safe in school and knew who to speak to if they had a problem.

Section 5

Outcomes for pupils

The children have taken part in a range of assessments over the course of the past twelve months including: Teacher Assessments; EYFS; Year 1 Phonic Tests; Key Stage 1 SATs; Optional SATS and Key Stage 2 SATS.

The overall picture is one of continued high standards. The children enter school at well below the national average. We take samples of work as they enter school to evidence this. We have also for the last two years made use of the NFER Baseline Assessment to see their performance within the first few weeks of school. By the end of Key Stage 1 the children are slightly above or well above national expectations and by the end of Key Stage 2 they are above the national achievements overall. This is good to outstanding progress throughout the school.

This progress is consistent across a variety of core groups including Free School Meal children, Gender and SEND. This is due to very high expectations for all pupils and the very high standard of teaching throughout the school. Other factors affecting achievement include a wide curriculum offering many arts and sports opportunities together with a very happy and highly motivated staff. We continually strive to live out the school's Mission Statement and to base all our values on the teachings of Jesus.

We are constantly ensuring that there are no gaps in attainment within social groups/ethnic groups/gender/ looked after children. Each child is expected to achieve their own potential and is provided with additional support appropriate to their own needs. The Pastoral Support Team meet on a monthly basis to examine all vulnerable children's needs and to ensure that any additional needs are addressed as needed.

Appendix 2 Raiseonline Summary for Governors 2016

Section 6

Effectiveness of EYFS provision

The standards of attainment of pupils by the end of Foundation Stage

The children in the Foundation Stage make outstanding progress from their very low starting points.

Last September our children once again took part in the NFER Reception Baseline Assessment. Each child undertook a range of assessments and are given a standardised score for Maths – core; Communication, Language and Literacy – core and Foundations of Learning. In each case they were given an scaled score and age adjusted score. The overall results for the cohort are as follows:

Scores by components 2016	Cohort scaled score	Cohort age-adjusted score
Mathematics – core	98	99
Communication, Language and Literacy – core	92	94

As with all standardised scores the national average is 100. The national range is between 85 and 115. A score below 85 and above 115 is exceptional and would be no more than 10-15% in each group. Taking this into account it shows that our scores are below national average. They are however significantly above last year’s cohort results.

Scores by components 2015	Cohort scaled score	Cohort age-adjusted score
Mathematics – core	87	87
Communication, Language and Literacy – core	88	89
Foundations of Learning	85	87

In previous years our Good Level of Development scores are just below national average which is outstanding progress.

Through the EYFS assessment, which is undertaken throughout the year, children are judged to be **Emerging, Expected** or **Exceeding** in a whole range of goals.

Good Level of Development includes achieving Expected or Exceeding grade in all Prime and all Literacy and Mathematics aspects. This is seen as the most important judgement.

Prime Learning Goals include Communication and Language, Physical Development and Personal, Social and Emotional Development

Specific Learning Goals include Literacy, Mathematics, Understanding the World and Expressive arts and design.

Many thanks

Once again I would like to thank all the staff, parents and community for their continued help in making St Martin's a very special school. We will continue to strive to ensure that it is a place where every person matters.

P D Hallman
January 2017

Appendix 1: (Head's report Part 2) Tracking results Autumn term 2016

Appendix 2: Governors Analysis of Raiseonline 2017

Governors' review of RAISEonline 2016

The aim of RAISEonline is to help show how effectively the school has performed in terms of past progress, attainment, attendance and behaviour. It is to help schools and governors to self-evaluate and to plan to raise standards..

When evaluating outcomes, most weight is given to **Progress**, particularly from differing starting points and of disadvantaged pupils, including the most disadvantaged.

This year there is no comparison with previous years as they are not comparable due to the new curriculum.

The performance of Disadvantaged Pupils, (those in receipt of Pupil Premium, i.e. those who have had Free School Meals at any time in the past six years) is compared to that of other pupils (non-disadvantaged) nationally. This is so that this difference can be diminished collectively for disadvantaged pupils across the country as a whole.

OVERALL OBSERVATIONS

At Key Stage 2

The **overall progress** of all pupils and disadvantaged pupils is statistically above the national average. For middle attaining pupils it is within the top 10% for both All Pupils and Disadvantaged Pupils. Progress for Reading and Maths was in the top 10% however for Writing it was below the national comparison. The school was moderated and could clearly prove its attainment within Writing but this could not be said for all schools nationally. As a result progress in Writing was below that of both Reading and Maths.

The higher attainers for both Grammar, punctuation and spelling and for Reading, Writing and Maths combined did not make as much progress as their school peers.

In **Reading** the Pupil Premium children attained greater than non-PP children nationally. The average scores were above national for Gender, Disadvantaged and Other pupils for 100+ scaled score and High scaled score 110+ for all but current Free School Meal children.

In **Writing** progress was not as strong as that for Reading and Maths There was no group within the top or bottom 10% statistically. Boys did however make more progress than girls. The disadvantaged children also made more progress than the other children. Less pupils than national achieved Greater Depth than the National average.

In **Maths** attainment was significantly above national. For progress boys were in the top 10% nationally and were significantly above the girls. Disadvantaged pupils made more progress than other pupils. For attainment school was above national for both 100+ and 110+. Disadvantaged pupils also attained higher than other nationally.

In **Reading, Writing and Maths** combined the school was above national for Expected standard and above but were below at the High standard. Disadvantaged pupils did not perform as well as their peers within school but were above other pupils nationally.

In **Grammar, punctuation and spelling** attainment at 100+ was above national for all pupils, male, female, disadvantaged and other pupils. However at the High scale score school was below the national for all these groups. The average spelling mark for all groups was above their national comparators.

In **Science** teacher assessment the school's results in all areas is slightly below national but still in line with it for all categories.

At Key Stage 1

We did not have any children Exceeding at EYFS and so could not compare their progress with their national comparators. In both **Reading** and **Writing** attainment for all pupils is above national from both Emerging and Expected at EYFS. Disadvantaged did not achieve as well as their national comparators.

In **Maths** the overall attainment is below national at expected or above but is above for All pupils at Greater Depth.

At Year 1 Phonics

The school attains below national for all pupils in all categories.

At EYFS

2016 data has not yet been published. School will be far below national averages in all categories. The cohort did however make significant progress from their Baseline attainment scores.

Absence and Exclusions trend

2016 data has not yet been released and so there is nothing yet to report.

Basic Characteristics

- St Martin's is **smaller** than the average size school
- There are **slightly more Girls** than the national average
- The percentage of pupils known to be eligible for Free School Meals is in the **highest quintile**
- We have **lower** than the national average of both **Ethnic pupils** and **Pupils whose first language is not English**
- The % of pupils having **SEN** is in the **lowest quintile**
- For **stability** school is in the **highest quintile**
- The school **Deprivation indicator** is in the **highest quintile**

P D Hallman

December 2016