

St Martin's Catholic Primary School



Headteacher's Report To the Governors Summer 2017



Part 1

St Martin's Catholic Primary School

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Part 1

General Information

Pupils and Class Organisation.

The Summer term commenced on 18th April 2017.

Classes were organised as follows: -

Class 1	Year 6	30	Mr Mc Nulty
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	28	Mrs Wild and Mrs Forber
Class 6	Year 1	29	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: -

In - 1 Y2 from Astmoor and 1 Y3 from Liverpool

Out - 1 Y1 and 1 Y3 to Palace Fields

Staff Matters.

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 and First Steps Playgroup both of which are 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:

CAFOD Disaster Fund	£ 86.43
Halton Haven (Beanies)	£155
Good Shepherd Fund (Caritas)	£200
We also held a Book Fair and raised	£899.91

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.

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 have raised significant amounts of money and have helped to part fund the Juniors' new play area.

We also have strong links with Liverpool Hope University. We provided a student places last term and are providing a similar number throughout the rest of this year. The majority of teaching staff have also been trained by Liverpool Hope University as Student Mentors.

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 19 th – Friday 21 st April	Year 3, History, Geography and Science	Residential visit to Llandudno

Date	Class and Curriculum area	Visit, visitor, activity
21 st April and next four Fridays	Y5 and Y6 PE	Cricket lessons with David Batty
Friday 21 st April	Y5, RE	Mary and Toni, Faith in Action
24 th April and next ten Mondays	Y2, Music	Music and Movement
Wednesday 26 th April	Whole School, RE	Easter Mass
27 th April and next five Thursdays	Y3, PE	Fencing
Monday 15 th May	Y5 and Y6 Dance and Drama	Great Halton Bake off finals
Wednesday 17 th May	Y5 and Y6, PE	Girls Cricket Competition
Monday 22 nd May	Whole School, PE	Sports Day
Tuesday 23 rd May	Y6, RE and PSHE	Holocaust educator
Wednesday 24 th – Friday 26 th May	Y4, Art and History	Residential trip to Ironbridge
Friday 26 th May	Y5 and Y6, PE	Futsal Competition
Wednesday 7 th June	Y6, RE and PSHE	Lady Milena Greenfell-Baines, Holocaust survivor
Wednesday 14 th June	Y5 and Y6, PE	Boys Cricket Competition

Date	Class and Curriculum area	Visit, visitor, activity
Friday 16 th June	Whole School	Pyjama Night and Parents Cash Bingo
Tuesday 20 th June	Year 6 Music	Musical Extravaganza at The Foundry Widnes
Wednesday 21 st June	Whole School, RE	Sacraments Celebration Mass
Wednesday 28 th June	Y3, History	Visit to Liverpool World Museum
Monday 10 th July	Y6, PSHE	Healthitude with Maria McNulty
Tuesday 11 th July	Y6, PSHE	Trip to Harry Potter World
Wednesday 12 th July	Y5 & Y6, PE	Girls Cricket in County Finals, Warrington
Thursday 13 th July	Key Stage 1, PSHE	Visit to Blue Planet Aquarium
Wednesday 19 th July	Whole School, RE	End of School Year Mass
Friday 21 st July	Y6, PSHE and Drama	Leavers' Assembly

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 Summer term the Staff are being given a variety of Training Opportunities including the following:

Date	Member of Staff	Training area
15 th May	Phil Hallman	LGBTQ
22 nd May	Karen Reese	Recruitment

Date	Member of Staff	Training area
25 th May	Sarah Parker	Assessment
13 th June	Sarah Parker	Safeguarding for DDP
14 th June	Marion Stanley and Adele Hunter	Assessment and standardisation
20 th June	Clare Carney	RE Co-ordinators
21 st June	Siobhan Isherwood	Assessment and Moderation
27 th June	Phil Hallman	Attachment theory
5 th July	Phil Hallman	Safeguarding Network meeting

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

Wednesday	19 th April	Y3 trip to Llandudno
Wednesday	26 th April	General items and Sports Day
Wednesday	3 rd May	Assessment
Wednesday	10 th May	Assessment
Wednesday	17 th May	Fire Extinguisher training
Wednesday	24 th May	Friends of St Martin's and Fundraising
Monday	5 th June	Inset Day: Recording and Reporting
Wednesday	14 th June	Events for the last half term
Wednesday	21 st June	Assessment with Lakeside
Wednesday	28 th June	Review of the Year

Tuesday	4 th July	Standardisation with Runcorn Cluster
Wednesday	12 th July	Review of the Year
Wednesday	19 th July	Review of the Year
Monday	24 th July	Inset Day (disaggregated) Review of the Year

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.

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.

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. In addition Pete McNulty is a Key Stage 2 moderator and Karen O’Nions is an EYFS Moderator. This means that they moderate schools across Halton LA and can also utilise their expertise within St Martin’s.

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.

Earlier this term our children performed a **Drama and Dance at the Halton Bake Off Finals**. The children were a great credit to themselves and to the school. I have a short video of the children at their final rehearsal and I will play this to you at our Governors’ Summer Term meeting. The thrust of the presentation was about mental health and well-being and it was very clear how high a priority this is at St Martin’s.

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 **50 Free School Meals**, which is **24% of roll**. We have **84 Pupil Premium** which is **41% of roll**.

On an average day the meals are as follows:-

Dinners	140
Packed Lunches	64
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:

January 2016 to 1st April 2016

Group	Number of pupils	Authorised	Unauthorised	% Attendance
Whole School	210	4.25%	1.05%	94.7%
Pupil Premium	88	3.69%	1.29%	95.03%
Non Pupil Premium	122	4.66%	0.88%	94.46%

January 2017 to March 2017

Group	Number of pupils	Authorised	Unauthorised	% Attendance
Whole School	204	3.79%	0.91%	95.3%
Pupil Premium	73	2.56%	1.61%	95.83%
Non Pupil Premium	131	4.48%	0.52%	95.0%

The data shows that there has been a slight increase in attendance during the Spring term from the previous year's. There is still a slight difference between Pupil Premium and their peers but this is not significant and in their favour. 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. 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.

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. In addition to utilising the Baseline Assessment we take samples of work as they enter school to evidence this. 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.

It is vital that we as a school maintain our very high standards and that nationally children are always challenged to achieve their maximum.

As know one yet knows, including those who have set the tests, what the national average will be, it is virtually impossible to set any targets. As a direct consequence the only target we have set ourselves is that ALL pupils achieve their own potential AND that as a school we continue to be ABOVE the national average whatever that may be.

Due to the high standards achieved with last year's Key Stage 2 and projections for this year's Key Stage 2 SATs we were asked to be a part of Halton's Best Practice survey. This was undertaken during March. c.f. **Appendix 2 HT Part 2 Report**

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.

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 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	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. 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.

During this term the final assessments will be made and I will inform you of the results in my Autumn term report.

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

May 2017