



Principal's report to trustees 10.11.21.

EXECUTIVE SUMMARY FROM THE HEADTEACHER

The first term was overall a hard fought for success despite the immense challenges that the incomplete temporary building posed. The health and safety of our staff and pupils has been my over-riding concern and number one priority. With support from the trustees, we have now managed to resolve the building's fire and safety issues. Fire -proof doors, alarms and paint have been installed or painted. We have had an independent assessor and will soon ask ESCC to do a formal fire safety check.

Staff morale has been up and down due to the difficulties with building, pupil violence and destruction of property which has disrupted all other children's educational outcomes- at times. With the pro-active changes to staffing e.g. employing extra staff, calling for early annual pupil reviews and liaising with health care professionals and parents. Positive changes are evident in the lessening of serious behavioural incidents although this is still being dealt with. It has given us a very good lesson in our admission approach and proactive support for next year's pupils

We have a solid enrichment program. Small but steady: Music therapy, Chess lessons, Jujitsu, local artist in school for the mural. There are plans for a health and wellbeing group for the girls run by a parent volunteer how has trained in ASC and is very keen to help. Art project with an artist from London who works with data and individual strengths. Reports were written for each pupil by Gracie Barra and they were very impressed by all.

Our Chess teacher gave informal feedback from the first session this week

"I was impressed by -----and ----- was better than he let on. I didn't get a chance to see much of - ---- as he was playing with -----"

I suspect ----- and ----- might be the closest match-up in terms of playing strength.

The two girls - -----and the one who told me her name was "Rubbish" - were complete beginners. I showed them very quickly how the pieces moved and they got on with things quietly. I also got ----- - to help them at one point and no one seemed to object. ----- appears to like explaining things."

Curriculum: we have been tweaking and adjusting the curriculum continually in line with the pupil needs in these early days. We had whole school/mixed year activities which we planned for in our weekly Monday planning meeting at 8.15.

Most subjects are still taught by the home class teacher, but this will develop as we grow. Baseline assessments in Reading are being completed at the appropriate time with our students. Many have already been done and show that there is a real need for more intervention for many students.

The whole school reading approach is proving successful, and student-written book reviews are in a folder for visitors to read in our foyer. We will be starting our literacy team meetings once a week this term with some leadership roles being developed in his area. There will be a Literacy display board in the foyer with 'What teachers and pupils are reading this term'

Darren King AP has now written out individual timetables that move TA s and some teachers to different year groups to teach subjects that they have strengths in e.g.one TA is taking PE across the whole school. Teachers will be working on subject development as part of their appraisal and CPD. Their strengths will be used in their targets for personal and school priorities in line with the SIP and SEF





EXECUTIVE SUMMARY FROM THE HEADTEACHER

The playground has only just been marked for football and basketball but this now means we have better facilities for team sports and plan to develop this by getting some outdoor storage and other equipment.

Empowerment Approach

The whole school approach to behaviour was presented to us in training at the start of Term 1. It has been really well received by teachers and pupils. We are constantly adjusting our responses and use of the approach by reviewing it in our daily de-brief. I believe it has shown good results- just with observation not data yet. There are some pupils who we need to support with more CBT approaches alongside the Empowerment approach and we are in the process of adjusting EHCPs in line with this. Therapists from ESCC will support us with this.

Therapy

Debbie our SaLT has been wonderful and has supported teachers with whole school and individualised visual support etc. We have OT and SaLT from ESCC who work with us on Thursday to deliver EHCP requirements. Our music therapy sessions are going beautifully, and Yair is with us all day in the drama studio. Pupils have appointments at various times and work in pairs or threes with him and a TA. It is extremely popular with pupils and lovely to watch.

Teacher appraisals have been completed and some gentle targets in line with our SIP have been agreed. The forms are now in a folder and will be uploaded into the appraisal section of BROMCOM

ADMISSIONS

- Number of pupils currently on roll: 23
- Number who have joined the school: 3



ADMISSIONS

- Number who have left: 0

Explanation of any changes since last term's report:

We have one current tribunal for a pupil if the place is approved we will be full for 2021-2022

ATTENDANCE

Headline Figures (29/08/2021 - 06/11/2021)

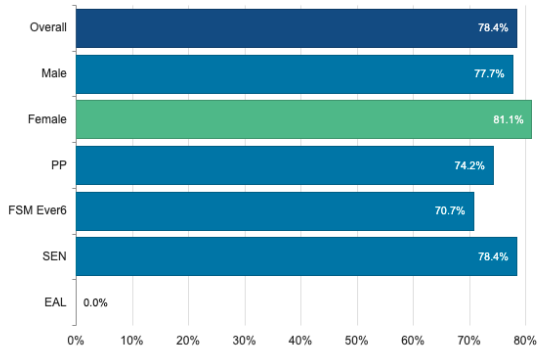
Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates
78.4% +0.7% Last 7 Days	21.6% -0.7% Last 7 Days	65.2% -1.5% Last 7 Days	16.1% -0.4% Last 7 Days	5.5% -0.3% Last 7 Days	0.0% +0.0% Last 7 Days



ATTENDANCE

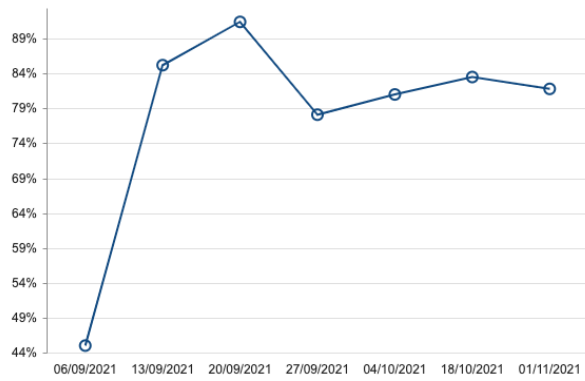
Groups

Attendance



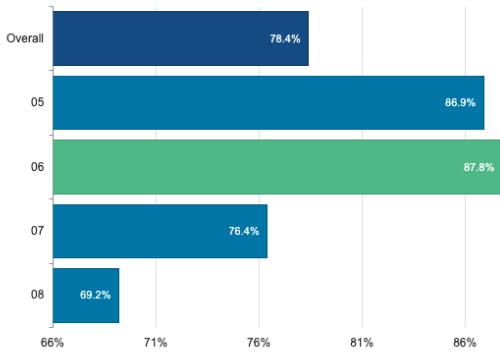
Timeline

Attendance

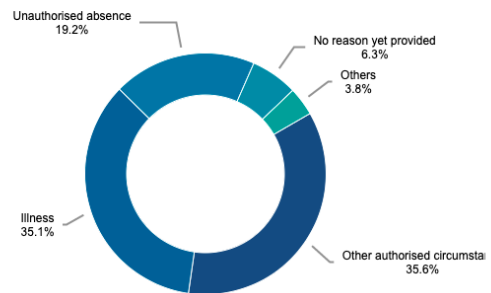


Overall

Attendance



Reason

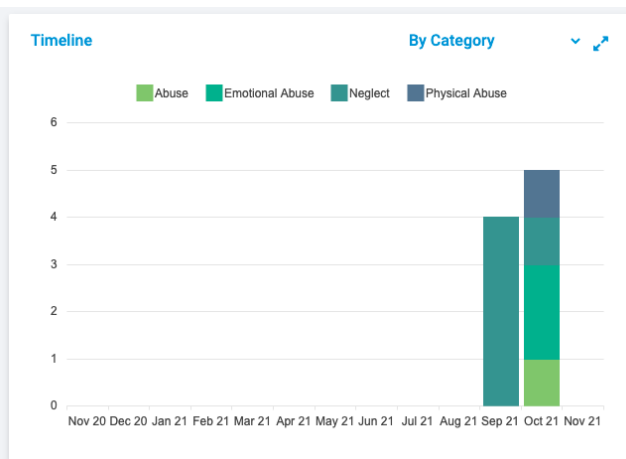
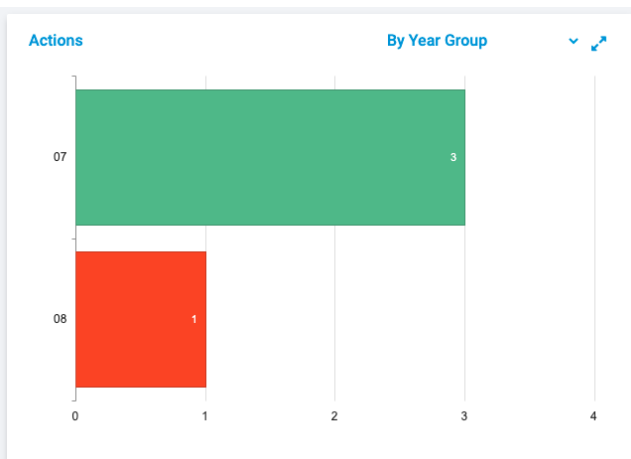
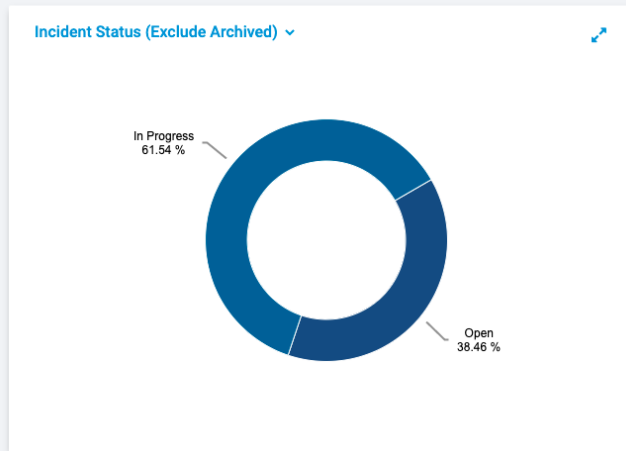
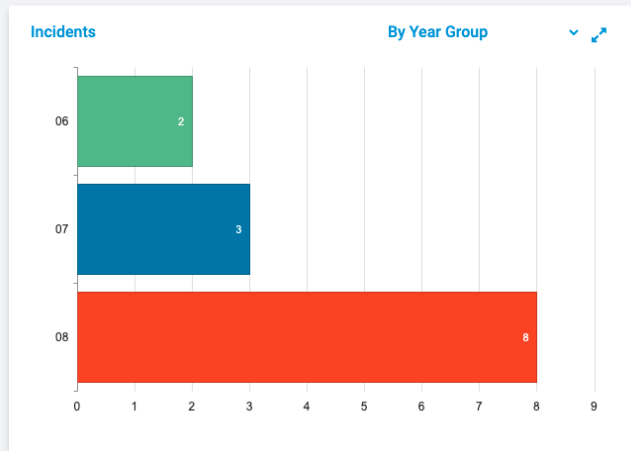


SAFEGUARDING

Number of safeguarding incidents

SAFEGUARDING

Safeguarding Activities (07/09/2020 - 07/11/2021)



Number of pupils with a child protection plan in place

1

SPECIAL EDUCATIONAL NEEDS (SEN) AND LOOKED AFTER CHILDREN (LAC)

Number of pupils on the SEN register: 23

Include details of pupils with education, health and care (EHC) plans

All pupils have EHCPs

Number of LAC: 3



BEHAVIOURAL REPORTS

Number of fixed term exclusions	2
Number of permanent exclusions	0

PUPIL PREMIUM GRANT (PPG)

Number of children currently entitled to receive PPG	11

DETAILS OF INTERVENTIONS AND INNOVATIONS USING THE PPG

INITIATIVE/INNOVATION	AMOUNT	IMPACT (WITH COMMENTARY)
<i>Plan for tuition- this will be a combination of LAC and PP funding</i>	1000 for one pupil	<i>Impact not known yet</i>
Plan for extra enrichment to allow disadvantaged pupils to access sports e.g. Football Coach		Impact not known yet

For the table below: provide some context for the school's performance and standards. This could include steps being taken to address any issues.

SCHOOL PERFORMANCE AND STANDARDS

CRITERIA	TERM 1	TERM 2	TERM 3
I have not put this in this term as we are still working towards this			

SCHOOL PERFORMANCE AND STANDARDS

CRITERIA	TERM 1	TERM 2	TERM 3

FINANCE AND PREMISES

AREA OF BUDGET EXPENDITURE	OUTLINE OF INCOME	EXPENDITURE	CARRY FORWARD
<i>buildings and grounds</i>	2500	£1672.53 Spend to date October 2021	827.47
<i>Staffing</i>	Expenditure		
	Staffing		
	Leadership	162,838.00	13,569.83
	Teachers	98,294.00	8,191.17
	Supply Staff	4,500.00	
	Support Staff	195,455.00	16,287.92
<i>resources update</i>	+1639 top up maths funding +500 budget	£1572.91 Spend to date October 2021	566.09

HEALTH AND SAFETY

Staff wellbeing is a priority as the stressors in the first term have been enormous. Violence against staff and destruction of property has been a major issue. It is now lessening with interventions for pupil

HEALTH AND SAFETY

behaviour and other building and safety additions. E.g fobs on doors, the removal of the mobile classroom in the playground

Actions:

Ongoing support from DfE to adjust and add to temporary site e.g.

Employee Assistance package. Telephone advice and counselling for all staff and their families.

STAFFING INFORMATION (TO INCLUDE CHANGES OVER THE TERM)

NAME	ROLE IN SCHOOL	ADDITIONAL RESPONSIBILITIES
Suzie Lawrence	TA	Supporting EHCP provision and 1-1 for those pupils that need extra support

REVIEW OF PERFORMANCE MANAGEMENT OUTCOMES

% EXCEEDS EXPECTATIONS	% EXPECTED	% REQUIRES IMPROVEMENT

Notes: Initial goal and target setting appraisals completed this term and will be filed in BROMCOM

EVALUATION OF SCHOOL'S CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

TYPE OF CPD	EXPENDITURE	IMPACT
Changing Chances Empowerment approach twilight and whole day	2400	Whole school behaviour approach which is successful
Trauma Informed Classrooms 12 unit module	150	Supporting teachers understanding of pupil needs
First Aid	0	compliance
Safeguarding	330	compliance
Team Teach	£2,633.76	Supporting teacher wellbeing and capacity to deal with aggression and difficult behaviour
AET Competency Framework (completed prior to starting)	0	
Inset day SIP and SEF 1st November	0	Future planning and whole school evaluation in order
	690	



PARENTAL ENGAGEMENT

We have had nearly 100 percent positive interaction with parents. Many are keen to come in and support the school with tuition, Parent groups etc.

11th November Open Classrooms

Week 3 Term 2: Parent Interviews

FUTURE PROOFING

- *We will be advertising for 2 new teachers and 2 new TAs- secondary experience shortly.*
- *Our current part time teacher will be utilised across the school next year to cover PPA*

