

Headteacher's Report to the Governing Body June 2009

Basic Information and Statistics

There are currently 39 pupils on roll, 12 part-time dual registered and 27 full-time. As we know this can change on a daily/weekly basis.

We are working in 41 of Trafford's Primary Schools supporting pupils and the whole school on an Outreach basis. This could be working in the Foundation Stage, Key Stage 1 and 2, providing transfer support to vulnerable Y6 pupils and/or providing training for staff in those schools.

These are our current figures:

Of the children attending Longford Park;

74% have Social Services involvement; this involves attending Core group meetings, Child in Need meetings, Child Protection meetings, increased numbers of phone conversations, reports to write, discussions with School nurse and Health services.

51% of the pupils have CAMHs involvement.

40% have other agency involvement

59% have more than one agency involvement.

Exclusions

There were 4 fixed term exclusions in the spring term involving 4 pupils. Details are available if required.

Attendance

Attendance for the spring term was 92.8%.

Staffing changes; absences; appointments; promotions

Sadly Mary Hadfield passed away on 8th March 2009; a great many staff attended her funeral. She was a wonderful person; very positive, caring, understanding of the extreme difficulties that our children face and nothing was too much trouble for her. She would spend many an hour supporting staff too who just needed that extra boost that we all need from time to time. She had a big heart and the capacity to share this with others unselfishly.

Mary really enjoyed doing art with children so we have had a trophy engraved in her honour and we intend to present 'The Mary Hadfield Award for Art' each year to a child who has worked hard and excelled in art.

We have had several long term absences this term some of which have been covered by supply staff:

Lisa Caine-Jones [teaching assistant 1-1 support] has been absent for 10 weeks presently and has no return date as yet.

Maggie Griffiths [teaching assistant outreach] has been absent for 8 weeks and is due to return to work on 16th June.

Deirdre Coates [midday assistant] has been absent for 7 weeks and is due back on 8th June.

Joan Cooper [midday assistant] has been absent for 6 weeks and is due back on 8th June.



Progress on the School Development Plan

The plan is based upon our mission statement and puts the school aims into action.

Priority No 1

To develop and introduce a new key skills based curriculum

- A detailed review of the new curriculum will take place at the end of this academic year.
- The Ofsted key issue of raising standards in writing is our main focus this year within the structure of the new curriculum.
- Sian Hodgson has responsibility for leading the drive in raising standards in writing. She has purchased some exciting resources that we hope will engage our pupils in not only wanting to write but in giving them the skills they need to begin and progress.
- Sian was due to feedback to governors about progress made towards raising standards in writing but this had to be postponed due to her absence; she will be presenting at the next Curriculum Committee meeting on 7th July.
- Early indications show that children are enjoying the stimulating resources and exciting teaching.
- Sian has continued to monitor the progress of the initiative and to provide further support and advice for staff.
- We have also begun to supplement our existing ICT resources throughout the school and improve access to recording in different ways for reluctant writers and those children who have particular difficulty with the mechanics of writing.
- Mr Taylor has visited a central resource for schools in the Merseyside area that boasts 'state of the art' ICT technology, armed with this information we have made plans to install a 'wireless network' in school and purchase a suite of laptops for children to use anywhere in school. We are sure that this will help children to work much better given

that they will be able to work, for example, in a quiet place on a 1-1 basis with a member of staff, in a room that currently has no network access etc.

Priority No 2

To develop school self evaluation strategies including effective data analysis procedures with additional focus upon systems to support children in outreach:

- Our data analysis systems are established and embedded into our assessment structure throughout the year.
- Analysis of the data is carried out effectively and informs pupil targets and next steps
- Senior Leadership team members are in the process of carrying out more detailed analysis of Literacy, Maths and Eco-schools subjects and reporting back to the Headteacher on a three weekly rotational basis.
- We have had an NPQH [National Professional Qualification for Headship] candidate working at school as part of her training programme. Joanne has had the task of developing a system to monitor the impact that the outreach work has had on raising standards of achievement of our outreach pupils in mainstream schools, increasing confidence/knowledge and skills of mainstream school staff in managing children experiencing difficult times in their lives. She is almost at the end of her 10 day placement; her work should help us to clearly identify the impact we have had within mainstream schools.
- Key Issue from the Ofsted report about raising standards in writing will be the main focus of our own analysis.

Priority No 3

To develop a consistent approach to developing relationships with children across the school and in their families:

- The Longford Park Project evaluations have been carried out by CAMHs [Child and Adolescent Mental Health service] and have been presented to Margaret Woodhouse. The clinical evaluations rely upon questionnaires completed by the parents/carers at the beginning and the end of the programme; these have not shown any significant improvements in their children's behaviour or their own reduction in stress levels. Longford Park School evaluations rely upon PIVATs assessments of pupil's Personal and Social Development and of 'anecdotal' evidence e.g. how the parent and child respond to each other and the improvement in their relationship. School assessments were more positive but it is difficult to measure the difference between 'school' and 'project' and how contextual circumstances affect these results. We have reported back to the Stretford Partnership on a regular basis and they have agreed to provide funding to create a post of Parent Support Advisor/School Nurse type of role that Fiona Sheen carried out so effectively during the Project.
- We had a twilight training session about 'Attachment' given by Ann-Marie Saunders an Educational Psychologist from Trafford. All staff found it very enlightening and have

requested more opportunities to investigate this area that impacts so heavily on the majority of our pupils.

- We had several training sessions about Brain Gym and the importance of movement, hydration and an understanding of specific difficulties some children have which can be addressed by using the Brain Gym techniques.

Achievement and Standards

Through our data analysis using PIVATs, National Curriculum Levels and National SATs tests we know that all pupils made at least two PIVAT levels progress in all subjects that are assessed. Y6 pupils have just taken their SATs tests; results should be available in July. All the other pupils took optional tests during that week.

Targets and teacher assessments will be available at the Curriculum committee meeting in July.

See attached sheets describing some of the highlights of the pupil's term.

Our recent Ofsted report [July 2008] recognises good and very good achievement in subjects.

Personal Development and Well-Being

We continue to provide our pupils and families with excellent support in order that they may develop healthy relationships, become successful citizens, enjoy learning and experience safe and secure environments whilst they are with us at Longford Park.

Safeguarding for our children is always a major priority and the welfare of the families features high on our list of measures in place to ensure that our pupils are protected.

Enrichment of the curriculum through the new curriculum has also given an extra dimension to staff's ability to deliver engaging, motivational and excellent learning situations. This assists in the development of self esteem and pupil well-being.

Mrs. Muspratt is continuing to work with specific children, and some parents, in a therapeutic way on a one day a week basis until the end of the summer term. From September we are extending this provision in line with our long term vision in order to support pupils for longer periods in a less stressful situation when they are completely unable to join a class group. We are starting with 2 days a week and eventually hope to extend this 'pupil support' provision for longer.

Pupils are given a vast array of exciting and motivational opportunities daily through staff expertise and a large 'menu' of activities.

Quality of Provision

Teaching and Learning

Please refer to the reports prepared by each class and focus group.

Enrichment Activities

Lunchtime activities are well structured, organised and varied.

The new curriculum provides a highly enriched timetable.

Mr. Taylor has been delivering specific ICT teaching sessions to all classes

Sports and movement curriculum is highly developed.

Music continues to be an extremely engaging part of the curriculum for more of our pupils than ever.

Art activities have been enhanced since Mr. Vitti joined us last year. His lunchtime art club has produced some fabulous art work that can be seen all around school.

Coaches from Manchester City and United come into school weekly.

Trafford College are running their yearly roadshow at our school again.

Extra-Curricular provision

After School Sports Club continues to be held each week in school. Parents come to collect their children at 4.15.

The one night residential trip was very successful; all the children enjoyed it and learnt some valuable skills being away from home.

We have arranged an extra night After School Sports Club and two Early Morning Clubs run by Manchester United to start in September.

Guidance and support

Ofsted describe our school as very calm, welcoming and harmonious. They said that we are extremely successful in raising self esteem and helping all pupils to develop their confidence as learners.

Ofsted recognised that we work effectively with many different agencies to support pupils' welfare and personal development.

Leadership and Management

Current priorities of headteacher and SLT

Our current priorities are those of the School Development Plan which include the 2 key issues that Ofsted highlighted.

The strategic vision for our school has been discussed with the Director for Education and Early Years and with governors is recognised as an excellent vision.

The system we set up to monitor the performance of the Leadership Team has already given us the additional focus that was required. TLR's meet with Deputy and Head on a weekly basis which allows us to focus upon specific issues, discuss any support that is required as well as keep up-to-date with progress.

Staffing [school development]

Lynda Muspratt's therapeutic role is to develop from September as mentioned earlier.

We are hoping to appoint a 'floating' teaching assistant who will have a basis in therapeutic type work e.g. attachment, who can help to drive the school ethos forward and support Lynda's role in classrooms throughout school.

We have decided to take over the cleaning and caretaking contract from the LA this year and thereby employ the two existing cleaning staff ourselves. We have advertised for an assistant

caretaker who will be responsible for cleaning but also act as an additional keyholder and enable us to open the premises more easily out of school hours.

Accommodation

- Lettings of the school hall have been arranged and began in April. A yoga teacher is hiring the hall on a Thursday evening and holds two classes from 6 until 9. If he is successful he may want to arrange a further evening.
- Improvements to the school playing field are continuing.
- 'Shed' roof has been repaired
- The shed storeroom is being improved to provide a better storage facility
- Existing lighting fixtures are to be replaced by more cost effective fittings, large initial outlay using devolved formula funding will give us long term savings
- We are investigating the cost of replacing the existing alarm panel; it is so sophisticated that hardly anyone can repair it! This leaves us in a vulnerable position when looking for best value.
- An appeal against the Planning Committee's decision to refuse planning permission for the shutters has been lodged. The neighbour at 86 Cromwell has responded and has sent in further photos from his garden and house. The Council has responded and has recommended that planning permission is refused. We await the final decision.

Resources

Class and Curriculum budgets have been agreed.
Site Management budgets have been agreed.

Outreach Support in Mainstream schools

The Outreach Team:

Yvonne Quigley:	KS1 and 2 team leader	[0.8 week worked]
Julie Henson:	KS1 and 2 teaching assistant	[0.8]
Maggie Griffiths:	KS1 and 2 teaching assistant	[0.8]
Shirley Wilkinson:	Early Years teacher	[0.6]
Kath Dennis:	Early Years teaching assistant	[1.0]

We receive referrals from mainstream schools and nurseries who are experiencing difficulty in managing the behaviour of particular children.

The Outreach team begins a process of observations, home visit, meetings with school staff and making recommendations.

One of the team would be allocated a child and continue work for a period of time, the outreach staff would attend all meetings concerning the child e.g. child in need, professionals meetings, meetings with parents etc. so that full support for the child/family and school can be given and we get a full picture of the child and the circumstances contributing to their difficulties.

If a part-time place at Longford Park is deemed to be necessary then parents and pupil are invited in to meet with Head or Deputy and tour the school. These placements are offered on a time limited basis of 10 weeks when a review is held and the child makes the transfer back to full time mainstream placement or continues for a further period.

The team also provides whole school staff training for mainstream schools in managing behaviour as required.

Children in Care

Recently Sam Martin, who is the named governor for Children in Care [CiC] and I met to discuss the progress our children make and the procedures in place for ensuring that they reach their potential. Sam will report back at the next governors meeting.

Continued Professional Development [CPD]

ALL STAFF

Rewards systems and Behaviour meetings

Senior Leadership Team meetings

TLR meetings

Risk Assessments

School Development Plan

ICT

New Key Skills curriculum

Monitoring of subjects

Literacy; raising standards in writing

Team Teach refresher or Basic training

INDIVIDUAL STAFF

Sports Development courses - Dave Higgs and Caren Ince

Bev Owens: Designated teachers forum children in care, Exclusions Grp, Attendance and Behaviour, Team Teach Instructor meetings, Special Heads meetings, Learning Brain Conference, Extended Schools conference, Heads Conference

Andrew Taylor: Deputy Heads Conference

Angela Nealon: French Transfer

Helen Bonsall: Early Years and Foundation Stage, SEALs

Lynda Muspratt: Therapy Supervision

Curriculum teams for planning, assessment and moderation

Lisa Hughes: Finance training, Audit Trails,

Kim Moore: SIMs - Capita courses

Chris Pogson: PSV driving instruction, Team Teach Instructor meetings

Beverley Owens

Headteacher

June 2009