

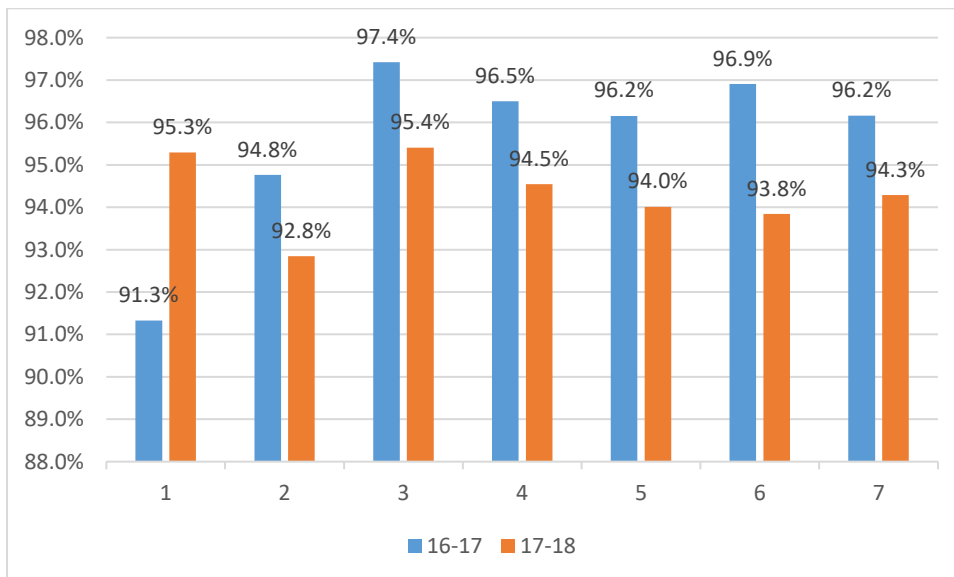
**Headteacher Update to the Governing Body
January 2018**

Information for Headteacher Report Spring Term 1 2018

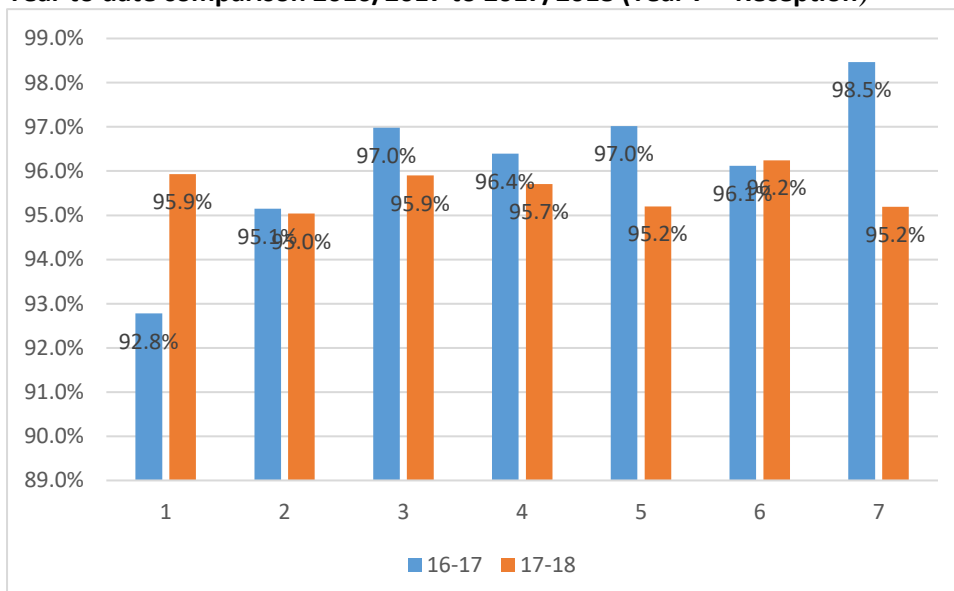
Pupils on Roll at 09/02/18

Year Group	Female	Male	Total
Nursery	14	12	26
Reception	20	10	30
Year One	18	11	29
Year Two	10	20	30
Year Three	15	15	30
Year Four	14	15	29
Year Five	19	11	30
Year Six	13	18	31
Total on Roll	123	112	235

Comparison 07/12/2016 – 08/02/2017 to 07/12/2017 to 08/02/2018 (Year 7 = Reception)



Year to date comparison 2016/2017 to 2017/2018 (Year 7 = Reception)



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Exclusions Report

There have been no exclusions this year (1/9/16 – 08/02/18).

Role	Number of sessions in period	Number of sessions lost		% Absence	Notes
Teachers	396	43.5	Long term sickness 1 teacher	10.95%	
Support Staff Full Days	330	22		6.6 %	Full days contracts TA, Caretaker and Admin
Support Staff Part Day	268	46	LO Long term sickness and subsequent resignation	17.16 %	Part time contracts by session i.e LO separate session from Breakfast Club

Racist Incidents

There has been 1 racist incident since the last report (9/12/17 – 8/2/18). The incident was dealt with in line with the school's Restorative Practice approach and the Safeguarding Governor has been informed about them.

The term "Racist Incident" reflects the Recommendation 12 of the Macpherson Report on the Stephen Lawrence Inquiry (Feb 1999), which is that a racist incident is "any incident which is perceived to be racist by the victim or any other person". Staff at St James' are committed to promoting equality of opportunity and good race relations and, as such, will address any perceived instances of racism.

Homophobic Bullying Incidents

There have been no homophobic bullying incidents this year (to date – 8/2/18).

Focus question: What are the strategies employed by the school to support English as an Additional Language (EAL) and International New Arrivals (INA) pupils?

In the 2017 Ofsted Inspection Data Summary Report St James was recorded to have 55% of its children as having a first language believed to be something other than English. This is in the highest 20% of schools in the country for this amount and compares to 21% nationally.

Across the school a range of strategies are employed to support children who are classed as EAL or INA. These include:

Interventions

- 3 x week Guided Reading Group for EAL children who are at acquiring language level. (Learning phonics through guided reading)
- Spring 2 – International New Arrivals KS1 phonics group will start due to increased numbers of INA in KS1.

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Targeted adult support - Specialist teacher

- Additional support in class 1:1 / small group
- Small group work out of class
- EAL guided reading sessions in KS2

Class Support

- 'Buddy' support- settling into school
- Immerse in classroom environment
- Visual timetables
- Peer support (same language where appropriate)
- Dual language signs
- Use of volunteers to support EAL pupils
- I Pad – use of phonics apps, vocabulary apps
- EAL packs for independent work
- Dual language dictionaries
- Dual language books
- Targeted for extended schools activities
- Targeted for Pupil Premium support/ activities/ clubs if eligible
- Displays/ resources / lessons reflecting different languages, cultures, backgrounds and religions

Outcomes for children classed as EAL are strong at St James'. The following tables show the Attainment and Progress for this group at the end of KS2 (Y6) since 2012:

EXS – Expected Standard

AS – Above the Expected Standard

EAL		Reading		Writing		Maths		GPS	
		School	National	School	National	School	National	School	National
Attainment	2012 – 4+	English: 87	81			87	82	n/a	n/a
	2013 – 4+	82	81	76	80	82	83	76	74
	2014 – 4+	81	84	81	82	88	85	63	77
	2015 – 4+	93	84	87	83	80	86	80	80
	2016 – EXS	64	66	100	74	82	70	91	72
	2017 – EXS	64	72	79	76	71	75	86	77
Progress	2012	English: 100.3	100.6			100.8	101.0	n/a	n/a
	2013	102.4	100.3	101.7	100.7	102.7	101.2	n/a	n/a
	2014	100.5	100.2	100.4	100.6	102.6	101.1	n/a	n/a
	2015	101.2	100.1	101.1	100.6	100.4	101.0	n/a	n/a
	2016	1.86	0	3.9	0	4.26	0	n/a	n/a
	2017	-1.64	0	1.15	0	1.89	0	n/a	n/a

EAL		Reading		Writing		Maths		GPS	
		School	National	School	National	School	National	School	National
Attainment	2012 – 5+	English: 20	31			33	37	n/a	n/a
	2013 – 5+	53	36	29	27	59	41	65	50
	2014 – 5+	25	42	13	29	25	42	38	55
	2015 – 5+	53	40	27	33	20	41	47	59
	2016 – AS	9	19	0	15	27	17	9	22
	2017 – AS	21	25	7	18	29	23	36	31

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*It should be noted that outcomes for EAL children are compared with the national outcomes for all children, **not** compared with other EAL children across the country. As an example, in 2017 71% of children who were classed as EAL achieved the Expected Standard at St James' compared with a national average of 75% for all children across the country.*

Focus question: In relation to the school and the wider community, how does the school support the parents with adult learning sessions?

St James' is currently hosting an adult learning session once a week in the Community Room. This session is delivered by Manchester City Council's Adult Education Service (MAES). The current sessions are part of a program called "Time Out for Parents". This program is described as covering parenting styles, emotional needs, boundaries, listening skills, empathy, choices, the Five Love Languages, temperament, and what children really need.

Parents who attend these sessions were asked to share their thoughts. They responded with the following:

"The classes are a great opportunity for mums to share experiences and learn from one another."

"It gives us confidence to build parenting skills and abilities."

"It teaches us skills to help your child."

"You're not alone. I feel encouraged."

"It's helpful to see that all of the children experience the same sorts of issues and also to see what is different."

"It has helped me to set individual targets."

"It's good to practise the strategies at home."

The course tutor responded:

"All of the parents engage well and join in with discussions. They are happy to give specific examples of what skills are being practised at home."

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**Progress on School Development Plan 2017-18
Spring 1 progress**

Area	Objective	Action	Outcome / Evaluation
Outcomes	e - Support pupils with SEN such that they make more progress than other children at St. James'.	Increase the capacity to deliver high quality interventions for children who have SEN	23/2/18 - Following a review by members of the SLT, changes implemented to improve the way that some interventions are carried out in KS1 and KS2.
Teaching, Learning & Assessment	b - Foundation subject leaders to ensure that there is the appropriate focus on skills within their subject through effective monitoring and support.	Foundation subject leaders to use subject reviews to monitor the focus on teaching skills within their subject	9/1/18 - Inset time used by staff to plan for RE Theme day (World Faith, Language and Culture Day) ensuring that the day contained some reference to developing critical understanding of faiths in other countries.
Teaching, Learning & Assessment	a - Develop Fixit Time further by involving children in providing feedback on their own and their peers work, leading to demonstrable progress	Use inset time to give staff the opportunity to develop how children are involved in providing feedback on their own and their peers work during Fixit Time.	16/1/18 - Inset time used to consider ways that children can be supported in providing feedback to others
Leadership and Management	c - Improve the outdoor area so that it provides further opportunities for outdoor learning that enhance the curriculum.	Carry out identified building work from Long Term Premises Plan	19/1/18 - As part of the Forest Schools Project, installation of an outdoor classroom completed by the Lancashire, Manchester and North Merseyside Wildlife Trust

Data for attendance analysis

School Attendance – 07/12/17 to 08/02/18

Group Analysis			
Year Group	Authorised Absence %	Unauthorised Absence %	% Attend
Reception	4.8	0.9	94.3
Year One	4.6	0.1	95.3
Year Two	5.9	1.3	92.8
Year Three	3.7	0.9	95.4
Year Four	4.3	1.2	94.5
Year Five	5.6	0.4	94.0
Year Six	5.5	0.6	93.8

School Attendance – 07/12/2016 to 08/02/17

Group Analysis same period last year			
Year Group	Authorised Absence	Unauthorised Absence	% Attend
Reception	2.0	1.8	96.2
Year One	5.7	3.0	91.3
Year Two	3.9	1.4	94.8
Year Three	1.8	0.8	97.4
Year Four	2.8	0.7	96.5
Year Five	1.9	1.9	96.2
Year Six	2.7	0.4	96.9

Target Group Analysis 07/12/17 to 08/02/18 (Not Including Nursery)

Target Group	Authorised Absence %	Unauthorised Absence %	% Attend
Free School Meals	3.7	0.9	95.4
SEN	3.4	0.3	96.3
EAL	2.5	1.5	95.9
Pakistani	5.3	0.6	94.1
Boys	3.3	1.8	95.0
Girls	2.1	0.8	97.2

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Year to date Attendance %

Year Group	2016/17	2017/18
Reception	99.8	95.2
Year One	93.6	95.9
Year Two	95.4	95.0
Year Three	96.7	95.9
Year Four	96.3	95.7
Year Five	97.5	95.2
Year Six	95.7	96.2
Total Y1 – Y 6	96.1	95.5