

**Report to Governors Spring Term 2020**  
(updates on School development priorities since last report in December 2019)  
**Executive One Page Summary**

**Curriculum developments**

- New PSHE Curriculum and assessment is being developed
- Sheets to focus staff knowledge on curriculum are being developed to support conversations with inspectors

**Working with Regency High**

- Meetings between Senior leaders continue with current focus on consistency of assessment practice.

**Pupil Progress**

- Pupils who require individual intervention plans to maximise their progress have been identified
- Work to improve upper quartile progress of learners with ASD has started.

**Pupils attitudes to school and learning, their behaviours and respect for others**

- Use of RPi has continued to reduce
- Another external behaviour audit booked for February

**Developments with School council**

- School council have carried out health and safety audit.
- We now have a newly elected Eco Council – Gov rep will be invited to join once up and running.

**Revisions to EHCP Annual review framework**

- The research report looking at EQUALS MAPP assessments for EHCP targets has now been shared with teachers and training in use of MAPP assessment materials has been delivered

**Use of specialist TAs**

- New grade 3 TA appointed for physical management. TA2 replacement interview scheduled.
- Intervention database established showing pupils accessing individual sessions/provisions

**Developments in schools safeguarding culture & keeping pupils safe**

- See separate report

**Development and extension of Sensory learning and Sensory regulation initiatives in school**

- New grade 3 sensory TA appointed for sensory room
- Working with sensory OT to gather information of effectiveness of ladders

**Development of Pupil wellbeing and pastoral support**

- UKS2 resilience group set up
- All other support continuing

**Continued management of school capacity issues**

- Many top up increase suggestions have been agreed and converted by SEN Service; however any financial increases have been offset by the increased use of the CAP
- The head teacher has had a successful meeting with the new SEN manager who has agreed to lobby her superiors at WCF to have the cap removed.
- The appointment of a nursery outreach worker funded by the LA has gone forward. After a planned induction period she will be supporting mainstream nurseries and school to support their EYFS pupils with additional needs in their current bases thus freeing capacity in our own nursery
- SEND manager was also sympathetic with all capacity issues raised so further positive updates are expected.

**Planned actions after analysis of survey on Teacher workload and wellbeing**

- Teachers attending SLT meetings
- EHCP paperwork has been reduced and additional time for completion offered

**Teachers Performance Management**

- Recommendations for teacher pay progression have been agreed by governors
- Ongoing support has been provided to teachers in support of their objectives

**Outreach provision to support pupils in mainstream**

- Continuing support of mainstream provision, including a newly appointed Nursery outreach worker.
- 2 pupils are now attending mainstream full time
- Frustrations regarding pupils on role at FR whose needs would be best met in a mainstream setting remain.
- School assessment framework extended for pupils who are working about the level of our own assessment especially those pupils who are now working at age appropriate levels!!!!

SEF area (Taken from the Ofsted evaluation categories)	Area/ Initiative <i>(Nb most of these statements are taken from Ofsted outstanding/good grade descriptor criteria as seen in the SEF)</i>	Lead	SDP link	Updates since last report	Impact or expected impact on pupil progress and School development (how do we know?)
The Quality of education	<b>Curriculum developments</b>	JD	1.1	<ul style="list-style-type: none"> <li>New PSHE long term plan developing</li> <li>UKS2 trialling new planning for PSHE</li> <li>PSHE curriculum being developed</li> <li>Assessment for PSHE being developed</li> <li>Maths crib sheets developing for calculation policy</li> <li>Ofsted question sheets with curriculum focus shared with staff</li> <li>Ofsted question sheets with general questions shared with staff</li> <li>Ofsted question sheets Reading deep dive shared with staff</li> <li>Ofsted question sheets maths deep dive shared with staff</li> </ul>	<ul style="list-style-type: none"> <li>Clear sequence of lessons in PSHE to build on knowledge and skills</li> <li>Staff able to answer questions and talk confidently and coherently about the curriculum, the school and key subject areas</li> </ul>
	<b>Work with Regency High</b> to ensure pupils are ready for the next phase of their learning	JD	1.1	<ul style="list-style-type: none"> <li>Met with AHT for assessment, shared assessment package and emailed across what we use. Another meeting scheduled to look at Regency assessment.</li> <li>Meeting with AHT for curriculum scheduled for after half term. (3<sup>rd</sup> attempt)</li> </ul>	<ul style="list-style-type: none"> <li>Expected impact: to ensure better transition in terms of levels. To ensure children can build on the knowledge and skills already learnt.</li> </ul>
	<b>Developing reading</b> for all ability groups across the school	JD	1.1	<ul style="list-style-type: none"> <li>Reading books in line with letters and sounds phases</li> <li>New reading books ordered</li> <li>Deep dive with SIP 27/2/20</li> <li>Phonics cross grouping started</li> <li>All pupils assessed using letter and sounds phases by February half term</li> <li>Ofsted Reading deep dive phonics question sheets completed</li> <li>Reading training day 24/2/20</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have access to books that match their reading level</li> <li>Staff/curriculum leaders are able to talk confidently and coherently about reading</li> <li>Pupils targets are challenging and linked to assessment</li> </ul>
	<b>Quality of pupils' work</b> (pupils work across the curriculum is of a good quality. As evidence via school monitoring systems)	VS/JD	1.1	<ul style="list-style-type: none"> <li>Book scrutiny scheduled 14/2/20</li> <li>SIP deed dive in Phonics in some classes and SLT Observations in the week starting 24/02/20</li> </ul>	<ul style="list-style-type: none"> <li>This information will be used to provide evaluative comments on the new School Development plan.</li> </ul>
	<b>Pupil progress</b> (pupils consistently achieve highly particularly the most disadvantaged pupils)	EF	1.1	<ul style="list-style-type: none"> <li>All class teachers have now received rag rated data sheets detailing the progress their pupils made last year</li> <li>Pupils who require individual intervention plans to maximise their progress by the end of the year have been identified. These plans will be designed with the TLR post holder for interventions in conjunction with each class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils whose results were identified as concerning last year will make at least expected progress by the end of year as recorded by the AoL attainment</li> <li>Learners with autism will show increased level of upper quartile</li> </ul>

				<ul style="list-style-type: none"> <li>Specific Interventions and activities for learners with Autism to ensure as many upper quartile scores as their peers at the end of this year are in place</li> <li>AoL baselines for new pupils and pupils entering in year 1 have been set.</li> </ul>	<p>scores in English strands as their peers without autism</p> <ul style="list-style-type: none"> <li>Pupils in year 1 and new pupils will progress with in expected levels.</li> </ul>
Behaviour and attitudes	General description of pupils' <b>attitudes to school and learning, their behaviours and respect</b> for others and how we know this	VS	2	<ul style="list-style-type: none"> <li>Team teach scheduled to visit 25/2/20</li> <li>New pupil S1 has needed significant behaviour input</li> <li>New RRRP plans are now well established</li> <li>1 pupil increasing part time placement gradually</li> </ul>	<ul style="list-style-type: none"> <li>SLT/Governor observations and external audits confirm that pupils are happy, engaged, are settled and keen to learn.</li> </ul>
	Analysis of records relating to <b>instances of poor behaviour (RPI)</b> and any use of <b>internal isolation</b>	VS	2	<ul style="list-style-type: none"> <li>3 incidents of RPI since the start of term, which is continuing a declining trend noticed over several years</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour incidents very rarely effect the learning of others</li> <li>Pupils who become dysregulated are quickly settled and are able to return to their learning</li> </ul>
	Analysis (if any) of any <b>instances of exclusion, pupils being taken off roll sexual harassment or violence, bullying, any prejudiced behaviour</b>	VS/LC	2	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	How staff have been supported in their <b>high expectations of pupil's behaviour</b> and that <b>consistency of approach</b> is ensured and that relationship remain positive	VS	2.3	<ul style="list-style-type: none"> <li>Behaviour policy amended in line with new zone board colours</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour incidents very rarely effect the learning of others</li> <li>Pupils who become dysregulated are quickly settled and can return to their learning</li> </ul>
	<b>Developments with School council</b> and how they are making a tangible contribution to the school community	VS	2.4	<ul style="list-style-type: none"> <li>School council have carried out health and safety audit. Minutes of all meetings are filed on staff share</li> <li>We now have a newly elected Eco Council – Gov rep will be invited to join once up and running.</li> </ul>	<ul style="list-style-type: none"> <li>School council make a meaningful contribution to the running of the school</li> </ul>
	How we know pupils <b>feel safe</b>	VS/LC	2	<ul style="list-style-type: none"> <li>This question is regularly asked during Lesson observations and also of the school council.</li> <li>There was also a positive response on this from the parental annual questionnaire (July 2019)</li> </ul>	<ul style="list-style-type: none"> <li>This is confirmed by external observation made around the school</li> </ul>

Personal development	How the curriculum provides for the pupils broader development including <b>spiritual, moral, social and cultural development and</b> how this integrates with <b>British values</b>	JD	3	<ul style="list-style-type: none"> <li>This is continuing via curriculum map and transference into teachers planning assessments and special hullabaloo days in school.</li> </ul>	
	How the school <b>promotes diversity and allows pupils to engage with views and beliefs different</b> from their own.	JD	1/3	<ul style="list-style-type: none"> <li>Being integrated into PSHE curriculum</li> </ul>	
	Developments in schools <b>safeguarding culture &amp; keeping pupils safe</b>	LC	6.1	<ul style="list-style-type: none"> <li><i>See safeguarding report</i></li> </ul>	
	Development of <b>Pupil wellbeing and pastoral support</b>	LC	3.2/6.2	<ul style="list-style-type: none"> <li>UKS2 resilience group set up</li> <li>All other support continuing</li> </ul>	
	Revisions to <b>EHCP Annual review framework</b>	EF	3.3	<ul style="list-style-type: none"> <li>The research report looking at EQUALs MAPP assessments for EHCP targets has now been shared with teachers and training is use of MAPP materials have been delivered</li> </ul>	<ul style="list-style-type: none"> <li>Discussion re balance of curriculum held with class staff and sufficient time and attention has been provided for completion of individual EHCP targets</li> <li>The assessment for learning practice built into this assessment framework has and enable staff to adapt annual review targets to ensure the best possible progress</li> </ul>
	<b>Pupils educated offsite</b>	LC	6.1	<ul style="list-style-type: none"> <li>All parental contracts up to date</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>E safety</b> developments	LC	1/6	See safeguarding report	
	Use of <b>specialist TAs</b> and Interventions for vulnerable <b>pupils and those who receive PPG</b>	SR	3.2	<ul style="list-style-type: none"> <li>New grade 3 TA appointed for physical management. TA2 replacement interview scheduled.</li> <li>Intervention database established showing pupils accessing individual sessions/provisions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils who require specialist intervention are targeted/identified quickly via the wellbeing intervention process and data base</li> </ul>

	Development and extension of <b>Sensory learning</b> and <b>Sensory regulation initiatives</b> in school	SR	3.2	<ul style="list-style-type: none"> <li>• New grade 3 sensory TA appointed for sensory room</li> <li>• Cupboard to be built in sensory room to house new equipment</li> <li>• Working with sensory OT to gather information of effectiveness of ladders</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Practice of Seniority TA added to observation schedule so judgment of impact can be made</li> </ul>
	<b>Liaison with NHS professionals and SALTS</b>	SR JD/LC	3:2	<ul style="list-style-type: none"> <li>• Still awaiting meeting with SALT</li> <li>• Still awaiting meeting with SEN management and NHS commissioners re provision and care packages for most medically complex pupils in school</li> <li>• Regular meetings with school nurse to look at staff training register</li> <li>• Audit of equipment for safe and appropriate storage of controlled medication and enteral feed equipment</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Leadership and management</b>	Continued <b>management of school capacity issues</b>	EF	-	<ul style="list-style-type: none"> <li>• Funding sheets received from county in December has shown that many top up increase suggestions have been agreed and converted by SEN Service, however any financial increases have been offset by the increased use of the CAP</li> <li>• The head teacher has had a successful meeting with the new SEN manager who has agreed to lobby her superiors at WCF to have the cap removed for some special schools to impact on the budgetary income to start the 2020-2021 financial year.</li> <li>• The appointment of a nursery outreach worker funded by the LA has gone forward. After a planned induction period she will be supporting mainstream nurseries and school to support their EYFS pupils with additional needs in their current bases thus freeing capacity in our own nursery</li> <li>• SEND manager was also sympathetic with all capacity issues raised so further positive updates in this area are expected.</li> </ul>	<ul style="list-style-type: none"> <li>• It is expected that pupil numbers will remain static thus allowing us to maintain the high standards we have established.</li> <li>• Plans are going forward to increase essential staffing compliment as soon as news of increased financial security is received from county.</li> </ul>
	New pupils	Phase leader s	6	<ul style="list-style-type: none"> <li>• <i>MTD Year 1</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<b>Budget issues/carry over</b>	AC	-	<ul style="list-style-type: none"> <li>• Some Top up have been agreed midyear but has also been a corresponding increase in projected Capping</li> <li>• Expected carry over to next year is £503,772.00, however this may increase with funding that Ed (headteacher) has been in discussion about.</li> <li>• It was agreed at the Finance committee for the SBM to bring suggested spending investments for next year to the next meeting in March. This will</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

				include areas to benefit the pupils and the school overall to utilise some of the anticipated carry over.	
	<b>Revisit of school Aims, Values and Vision – so is ambitious for a high-quality education for all pupils</b>	EF	1	<ul style="list-style-type: none"> <li>School aims and vision continue to inspire all plans and ambitions for the school</li> </ul>	<ul style="list-style-type: none"> <li>This will enable us to more accurately identify strengths and areas of weakness and</li> <li>Focus our development, monitoring and the support we offer staff</li> </ul>
	<b>Teachers Performance Management</b>	EF	5.1	<ul style="list-style-type: none"> <li>Recommendations for teacher pay progression have been agreed by governors</li> <li>Ongoing support has been provided to teachers in support of their objectives</li> </ul>	<ul style="list-style-type: none"> <li>Judgments will be made at mid-term point reviews in May in time for any alterations or remedial actions/support to ensure targets are met</li> </ul>
	<b>Staffing</b> updates (resignations and new appointments)	AC	-	<ul style="list-style-type: none"> <li>Three leavers a; TA, physical development lead, administrator. Ten new TA1 appointments, including lunchtime and class based. Nursery administrator and reception vacancies also recruited.</li> <li>New sensory and outreach roles started.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>SBM and admin/Site team updates</b> (including GDPR)	AC	-	<ul style="list-style-type: none"> <li>New landscape ground maintenance contract for one year agreed, this will include Swale as an addition to keep it more accessible.</li> <li>Other works awaiting, tidy up to the rear of classes with Astroturf, fencing, swimming pool floor.</li> <li>Quotes awaiting; a ramp into the Orchard and tarmac rear access to playing areas from SBM office, new all-weather flooring for playdale.</li> <li>Boundary/wall issue; a Director in Place Partnership is now supporting with this and has been in contact with the Surveyor for the Bungalows. They are investigating the history in this area and are due to have surveyors come and assess it also.</li> </ul>	
	Planned actions after analysis of survey on <b>Teacher workload and wellbeing</b>	VS	5.1	<ul style="list-style-type: none"> <li>Teachers attending SLT meetings</li> <li>EHCP paperwork reduced and additional time for completion offered</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Continued development of <b>school website</b>	SR	6.3	<ul style="list-style-type: none"> <li>Agreed time with IT lead to work on website weekly</li> <li>New area established on IT log for all staff to log/upload updates for website</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>ICT infrastructure</b> and hardware application upgrades	SR	1	<ul style="list-style-type: none"> <li>Meeting with IT network company to assess out networking, waiting for quote to look at upgrading system</li> <li>Health check of wi fi being carried out in half term</li> <li>New class computers being rolled out</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	Pupil <b>attendance</b>	EF	6	<ul style="list-style-type: none"> <li>The latest analysis of attendance data gathered at the autumn term has shown a drop in attendance since that last whole school data gathering at the end of October.</li> <li>An analysis of individual attendance shows that this is due to increased rates of individual sickness. This was expected due to the increased prevalence of virus and stomach flu that has accompanied the season.</li> <li>It is expected that whole school attendance will pick up again for the final part of this term</li> <li>Individual pupils who attendance was a cause for a concern have been individually tracked and actions have been taken in accordance with the attendance policy.</li> </ul>	<ul style="list-style-type: none"> <li>Disruption to pupils' progress due to their absence is minimised</li> </ul>
	Staff training and CPD	VS	4.1	<ul style="list-style-type: none"> <li>New staff have had safeguarding and manual handling training</li> <li>Whole school QR training</li> <li>Whole school VR headset training</li> <li>Maths mastery (TLR maths)</li> </ul>	<ul style="list-style-type: none"> <li>Staff CPD and inductions ensures have highly trained work force who are able to implement the curriculum and meet the diverse learning needs of the pupils.</li> </ul>
	Outreach provision to support pupils in mainstream	LC/VS /JD	6.4	<ul style="list-style-type: none"> <li>Continuing support of mainstream provision, including a newly appointed Nursery outreach worker</li> <li>2 pupils are now attending mainstream full time</li> <li>Continued frustrations regarding pupils on role at FR whose needs would be best met in a mainstream setting....JD created new assessment for pupils who are working about the level of our own assessment especially those pupils who are now working at age appropriate levels!!!!</li> </ul>	<ul style="list-style-type: none"> <li>A few pupils are not accessing the correct curriculum or being taught the knowledge and skills needed for the level of the tests: Interventions to be set up to teach these children separately.</li> </ul>
Other	Work of friends, fundraising and community profile etc	MJ	-	<ul style="list-style-type: none"> <li><i>The National lottery funded project goes from strength to strength and we begin our 2<sup>nd</sup> year of funding in March. Staff have received Q.R &amp; V.R training for new equipment provided .Second Open Space event took place in October for staff and members of our wider community and new topics have been identified .The technology supporting the topics so far implemented has been very well received by staff and children. Particular thanks must go to Jodee and Sue for all their help, knowledge &amp; support.</i></li> <li><i>Friends of F.R helped with refreshments at Harvest festival, Parents evening &amp; Christmas events. A family disco was run in October.</i></li> <li><i>Fundraising has been extremely successful since September we have raised £4,200 with support from our partners Independent Fund raisers, Parents and Friends.</i></li> <li><i>Three, day long musical workshops of which one has so far taken place has been made possible by a grant from the Upton Blues festival.</i></li> </ul>	

				<ul style="list-style-type: none"> <li>Worcestershire Education Awards has been launched by the Worcester News again so I will be encouraging Everyone to put Fort Royal School forward once again.</li> </ul>	
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