



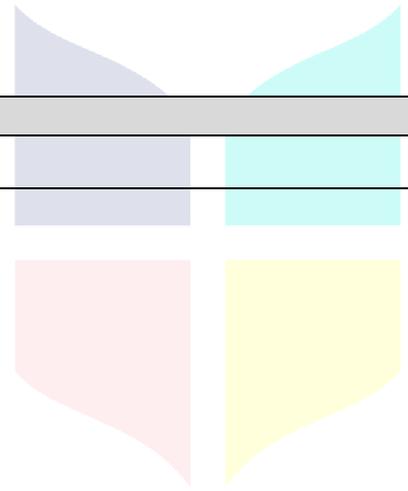
**HEADTEACHER'S
REPORT TO LOCAL GOVERNING BOARD**

June 2014

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Context of the School	
<ul style="list-style-type: none"> • Pupil and roll (Appendices 1) • Member of staff and personnel issues (Appendices 2) 	
<ul style="list-style-type: none"> • 32 pupils with accepted offers • 10 pupils offers made • 12 pupils 2nd round offers made • LBB anticipate this to grow to two full classes (60) by September • Current staff appointed: <ul style="list-style-type: none"> ○ Executive Head Teacher (secondment) ○ Head of School ○ EYFS Leader ○ EYFS Teacher ○ Administrator • Staff recruitment outstanding: <ul style="list-style-type: none"> ○ EYFS LSAs (over 35 applicants with 5 short listed for interview) ○ Caretaker (advert is out with interviews next month) 	

Achievement of Pupils	Grade
<ul style="list-style-type: none"> • Prior Attainment and Progress (EYFS, KS1 & KS2) • Narrowing the Gap between different groups 	<p align="center">SCHOOL IMPROVEMENT PRIORITY</p> <ul style="list-style-type: none"> • 75% to attain EYFS Goals
<p>There are a number of risks with setting Year 1 targets:</p> <ul style="list-style-type: none"> • Uncertain number of pupil starting the year • No prior knowledge of teaching staff • Risk of high mobility during Year 1 (growth into the school and families choosing other establishments once opportunities of other offers are given) • New recording systems • No prior data • No knowledge of the site or resources <p>That said, we are aiming for an ambitious first year target of 75% children achieving their Early Learning Goals (National is 65%, Barnet is 70%, St Paul's is 80%). We believe to be an achievable target but as yet we have no knowledge of ability, needs or language acquisition.</p>	

The Quality of Teaching	Grade
<ul style="list-style-type: none"> • High Expectations in teaching and planning • Learning environment • Curriculum Include Enrichment • Partnerships (LDBS, Grow ,Educational Psychology Service ...) 	<p align="center">SCHOOL IMPROVEMENT PRIORITY</p> <ul style="list-style-type: none"> • EYFS Framework assessed online •
<p>High Expectations in Teaching and Planning</p> <p>Appraisal targets will be set in September for all teaching staff and Leadership Targets set in December (following our policy calendar). These will set ambitious targets for teaching staff (as mentioned above) in three areas:</p> <ul style="list-style-type: none"> • Achievement • Teaching and Learning • Leadership and Management <p>We have a new staff and a unique opportunity to establish a culture of excellence. One aspect will be to establish a culture of peer-study where colleagues purposefully take time in each other's classes to provide feedback/support on learning. As a small school (in class numbers) we will partner with St Paul's as these studies work more efficiently with 3 teachers. The first study will take place in the second half of the first term.</p>	

Focus for first academic year is embedding a robust EYFS curriculum and assessment procedures.

Curriculum

Head of School and EYFS Leader have developed a curriculum plan (appendix 1) for the first year. This has been developed without knowledge of the pupils, site or resources. Naturally this will be subject to change and an underlying ideal of the EYFS curriculum is that it reflects the children's interests. That said, we will be strategically providing writing opportunities and discrete learning of phonics. Read, Write, Ink is the phonic's program that we will be using.

Cost of resourcing a new EYFS learning environment (inclusive of resources for all 17 Early Learning Goals both inside and out) will be around £30,000. This environment, due to the nature of the resources, is the most costly to establish and will, therefore demand most from the FFE start-up budget. Our aim is to create an outstanding learning environment that is the 'calling card' of the school. We will be aiming to make good use of any outstanding budget from the start-up grant (our estimates that this will be at least £30,000). Any outstanding funding in Year 1 will be directed towards resourcing the school and beginning to build up resources for Nursery and Year 1 classes for Academic Year 2015-16

Assessment

Children within the EYFS are assessed against the 17 Early Learning Goals. This was changed in September 2012 and will have some minor revisions made in September 2014 (however these principally apply to other settings).

Assessment of these goals is typically recorded in a Learning Journal that acts as a body of evidence against the Early Learning Goals. Whilst these journals are useful documents they quickly become dog-eared and once a child has left Reception (and the journal is given to families) that data is lost where it could be useful within Year 1. As a result the Head of School is leading with a significant change to how we collect data by making good use of modern technology and taking advantage of the multi-media functions of iPads. Replacing the physical Learning Journal will be a virtual journal called Tapestry. This digital resource records the same types of evidence that were historically recorded in journals but can also record films of activities and, importantly, identify gaps for any one of the 17 ELGs that we are recording against. That will help the EYFS team shape the types of learning opportunities within the classes in order to balance the curriculum. At the end of the year a hard copy of the report can be printed out for parents but importantly when each piece of evidence is added an email with the attached evidence is automatically generated and emailed to the parent. Each piece of evidence has the opportunity for parental feedback.

Part of this change is the drive towards making good use of mobile technology with the understanding that most resources only require the same skill level of writing a text or updating a Facebook account. It is crucial that we embed this approach within Year 1 and meaningfully address any concerns in order to establish as part of the school's culture of record keeping (whether it be for assessment or behaviour) so we can roll it out to new staff in the coming next six years.

Enrichment

The school is committed to establishing an extended hours service to the school community. Currently the Executive Head is collecting quotes from external providers to provide this service in the first instance. It is anticipated that in the long term that the school would run this service.

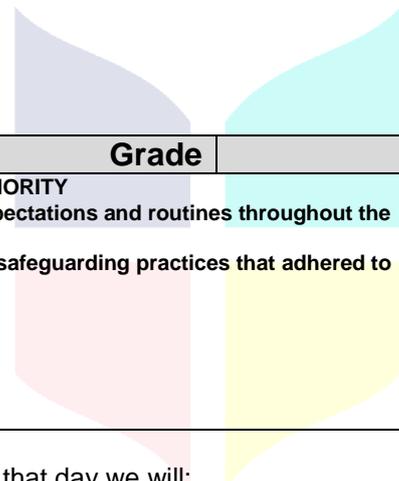
The Head of School is looking to provide enrichment clubs during the first year. To that end the Executive Head has a meeting with Spurs FC in July to discuss use of the site.

Partnerships

As a LAT school we buy into the LDBS GROW professional development package. Part of this support includes a partner inspector. MBP will be supported by Jayne Pavlou who supports all of the other Barnet Schools, inclusive of St Paul's. We will also be subject to termly LDBS HMI review visits. This is to establish a culture of high quality and has been welcomed by the school leadership.

Website

The school website has been developed and is in the process of being populated. The site adheres to all statutory data required for public digital access as far as is currently practicable (for example we currently have no Pupil Premium data). It will be regularly updated at least weekly with newsletters and will become the central portal of information for families.



The Behaviour and Safety of Pupils	Grade
<ul style="list-style-type: none"> • Pupil attitudes to learning and conduct • Systematic and consistent management of behaviour • Pupil behaviour and respect for other people • Exclusions • Racist Incidents • Safeguarding Update include - Pupil know how to keep safe • Pupil Attendance and punctuality at school 	<p style="text-align: center;">SCHOOL IMPROVEMENT PRIORITY</p> <ul style="list-style-type: none"> • Consistent high expectations and routines throughout the school • Establish common safeguarding practices that adhered to
<p>Site Safety</p> <p>Currently the site is on course for completion by August 22nd (hand over date). On that day we will:</p> <ul style="list-style-type: none"> • Receive all of the Early Years furniture • All learning resources • All admin and teaching resources • The IT technicians will begin setting up the server, interactive whiteboards and staff/pupil computers • Initial 'snagging list' will be taken • Site risk assessments begun and confirmation of date for Fire Risk Assessment (date to be set by week ending 16th June) <p>Risks:</p> <ul style="list-style-type: none"> • Site is delayed (low risk). • School House Lane is not opened until August 29th (low risk as we can gain early access for one day). • Delivery is delayed in any form (unknown) <p>Once opened the site will still require external landscaping until October 1st 2014. Kier will establish a separate entrance (using the Nursery entrance as that will not be occupied) and will establish a mini-site office at that end of the school. This will be fenced away from the children. All site employees (which will be limited) will all have DBS checks which will be forwarded to the school.</p> <p>Pupils attitudes to learning and conduct</p> <p>A principal focus of the school will be to establish high expectations for children from day 1. The first cohort will be the pioneers but will also set the tone for future year groups. It is therefore critical that these expectations are high and understood by the whole community.</p> <p>Management of Behaviour</p> <p>The school's management system will also record behaviour, both positive and negative. Following each behaviour entry the family is emailed automatically. In most cases we anticipate that this will be for positive things and will give families a focus for discussion at home reinforcing the positive behaviour. In the event of negative behaviour our aim will be to engage a partnership with the parent(s) immediately and also to begin tracking the types of behaviour for any particular patterns (such as repeated types of behaviour or concerns at key times of day).</p> <p>Our aim is for clear communication with families and sharing the role of high expectations of behaviour with the school taking a lead. If there are any potential long term concerns, these should not be a surprise to parents as they will have been informed of any concern at all stages of the process.</p> <p>Pupil behaviour and respect for other people</p> <p>Equally this will be important to establish from day 1. Part of this will be modelled through the EYFS curriculum and reinforced by the class teacher but will also be a high subject priority in school assemblies in order to establish an atmosphere of mutual respect.</p> <p>Exclusions</p> <p>Systems are in place but none to report.</p> <p>Racist incidence</p> <p>Systems are in place but none to report.</p> <p>Safeguarding</p> <p>The Head of School is Level 3 Safeguarding trained as is the Executive Headteacher however his is beyond 3 years and requires an update which is being sought.</p>	

A Safeguarding named governor is required: ACTION.

Safeguarding policies and procedures are in place as far as is practicable at this stage.

Safeguarding procedures (what to do with a disclosure and who to speak to) are clearly laid out in the staff handbook.

The school will strive to quickly establish a climate of safety for the children and any disclosures will be treated seriously and with care. Any disclosures will be recorded on the ARBOR system.

E-safety will be taught in October by St Paul's ICT Coordinator who is a trained and registered E-Safety Ambassador.

Health and Safety

A Site Management tendering exercise has been undertaken with 24hour Solutions providing the best value for money solution. The Executive Headteacher is making a recommendation that 24Hour Solutions acts as the sites Management Service Provider for the first year. This will cost £18,500. As part of their management they will provide a comprehensive Fire Risk Assessment once the site is occupied which will provide routes for fire evacuation.

All staff will be required to complete online Health and Safety tests on the following:

- Fire Safety
- Fire Warden Training
- Food Hygiene
- Environmental health and safety

All of these tests are regulated to meet current Health and Safety standards and are automatically generated once a year has elapsed, maintaining current practice for each user.

24Hour Solutions will also certify and check all regular health and safety requirements around the site inclusive of:

- Sprinkler systems
- Water checks
- PAT testing (not a requirement in the first year as all electrical equipment will be under warranty)
- Boiler system
- Solar Panels
- Motorised doors
- CCTV
- Lightning protectors
- AV
- Fire Extinguishers
- Fire alarm
- Intruder alarm (with monitoring service)
- Lift

The stair well has been identified as a risk and once we occupy the site I will be seeking quotes to provide a solution.

The governors may wish to discuss a health and safety group: ACTION.

The Quality of Leadership and Management

Grade

SCHOOL IMPROVEMENT PRIORITY

- SLT - Ambitious and expectations for the school
- Middle Leaders- Improve teaching and learning
- Evaluation of strengths and weaknesses
- School improvement and leadership
- Parental and carer engagement
- The school ensure that all pupils are safe

- Evaluate quality of teaching

Senior Leadership

The Executive Headteacher and Head of School have set ambitious expectations for the first year. We are determined to quickly establish a high quality reputation for the school that is independent of the reputation that we are currently 'borrowing' from St Paul's. We will be relentless in challenging staff but mindful that as a growing community we are duty bound to nurture both pupils and staff.

The Leadership Team will consist of:

- Executive Headteacher
- Head of School (MBP)
- Deputy Headteacher (St Paul's)
- EYFS Leader (MBP)
- Key Stage 1 Leader (St Paul's)
- SENCO (St Paul's)

Twilight team meetings will take place first Monday of each month with day time 'strategy meetings' occurring during the gap weeks with the Executive Headteacher, Head of School and Deputy Headteacher.

The aim is to establish a cohesive partnership between both schools and for sharing of best practice to be a regular discussion between two schools.

Middle Leadership

As a small staff (albeit in a large school) many hats will need to be worn by few people. Strategically we will be focussing on the needs of the EYFS. Many of these are covered within the job description of the EYFS Leader (Nicola Ward) along with Phonics as a core curriculum area.

Curriculum roles assumed by staff include:

- EH – Computing Coordinator
- HoS – Literacy
- EYFS – Phonics/EYFS
- EYFS Teacher – Maths and Communication

Strengths and Weaknesses

Executive Headteacher has a proven track record of high standards in St Paul's and previously settings and has successfully introduced a range of progressive changes to St Paul's which have supported the high standards.

Head of School is an experienced and successful class teacher with a proven track record of very high standards. She was a Barnet LA Early Years Consultant. Both the Executive Headteacher and Head of School have worked together for 2 years 8 months and have established a positive working partnership with shared ambitions for the school.

EYFS Leader is an experienced EYFS Leader in a large school leading a nursery and Reception team. Other than the interview process she is unknown to the leadership team but well known by Barnet LA and has a positive reputation.

EYFS teacher is enthusiastic and full of ideas however is the least known member of the team. She is a local teacher and was recently part of a borough inspection where she was identified as a teacher who is good with strong potential to be outstanding.

School Improvement

Attached is the school improvement plan (for 2014-15) and 5 year plan. The principal focus of the first year is to establish a positive local reputation, to ensure that digital/mobile systems are used consistently and that to establish an effective Leadership Team.

Parental/Carer engagement

The reputation of St Paul's has ensured very positive take-up of places at MBP. Currently the data is strongly suggesting that both classes will be full in September which is the most positive start we could hope for. A parent has already approached the school enquiring about parent governor elections. ACTION point.

Head of School has produced a plan to engage with parents, part of which is a formal opening in November.

The school will be working to establish a positive working relationship with parents immediately however we are not looking to establish a traditional style 'School Association'. The risk in the past is that these bodies see themselves entirely as fundraising organisation. The focus the school wishes to take is one of community relationships and beginning that process of connecting a new community within Mill Hill.

St Barnabus have already offered to run 1 toddler group and Fairways Children Centre have offered to support the school in establishing other services. This is to be explored: ACTION.

Pupil Safety

An initial 'snagging' list will be drawn up on August 23rd by 24Hour Solutions. Any defects at this point will be considered latent defects and cannot be considered 'wear and tear'. This will also create a list of any risks that require addressing before the school opens.

At the time of opening most of the landscaping will not have been completed. This will require a risk assessment and procedures will need to be put in place. Parents and pupils will be informed as and when required. This should be complete by 1st October (so will impact on only the first 2 weeks of opening).

Spiritual, Moral Social and Cultural (Inc Community Cohesion)	Grade
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<p>HEADINGS</p> <ul style="list-style-type: none"> • Collective Worship (Including church worship) • Prayer focus • Christian Values 	<p>SCHOOL IMPROVEMENT PRIORITY</p> <ul style="list-style-type: none"> • To identify a partner church
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Collective Worship

Collective worship will follow the 2 year programme developed by St Paul's. Attached.

Out of the Ark CDs will be purchased to support praise (along with a guitar for Mr David).

A partner church has not yet been identified but could be either St Paul's, St Mary's or St Barnabus'. A realistic long term partnership will be determined by ease of access and active involvement (both St Mary's and St Paul's already support schools).

Prayer Focus

To establish a new community in a new school in a new school year.

Christian Values

Christian values will form the focus of the school's values with Christian Service being the principal value.

Key Issues from Previous Inspection
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Not applicable at this stage

Issues requiring action

- Safeguarding Governor nomination
- Health and Safety Group
- Parent Governor guidance
- Establish long term church partnership
- Offering additional Children Centre-style services

Future Initiative or Statutory requirements that require discussion/decision by the Governing Body

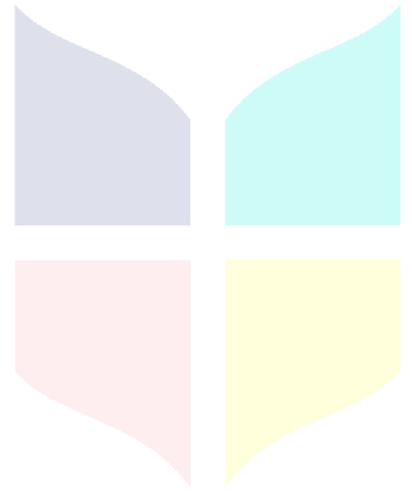
- Reviewing the partnership between a Voluntary Aided school and an Academy.

The range of enrichment events; Educational visits, theme days, sporting success for this term is in the newsletter. If you do not receive the school newsletters by email, please contact the school office.

Forth coming school dates for Governors

Appendices

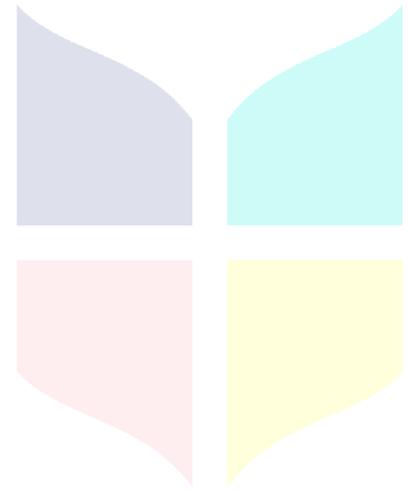
- 1. Curriculum Plan**
- 2. School Improvement Plan**
- 3. 5 year plan**
- 4. Collective Worship programme**
- 5. Staff Structure**
- 6. CPD Record**



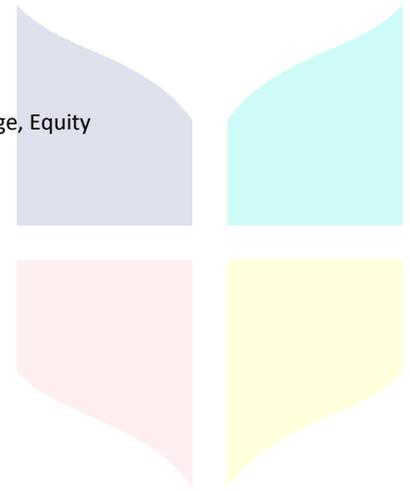
Standard Acronyms used within education



ACMF	Academies' Capital Maintenance Fund
ADHD	Attention Deficit Hyperactivity Disorder
AFH	Academies' Financial Handbook
AfL	Assessment for Learning
AHT	Assistant Head Teacher
AMP	Asset Management Plan
APP	Assessing Pupils' Progress
APS	Average Points Score
ARE	Age Related Expectations
ASD	Autistic Spectrum Disorder
AST	Advanced Skills Teacher
AWPU	Age Weighted Pupil Unit (Funding measure)
BESD	Behavioural, Emotional and Social Difficulties
CAF	Common Assessment Framework
CEO	Chief Executive Officer
CFR	Consistent Financial Reporting
CLA	Children Looked After (i.e. Looked-after children)
CoG	Chair of Governors
COSHH	Control of Substances Hazardous to Health
CPD	Continuing Professional Development (i.e. Training)
CPS	Classroom Teachers' Pay Spine
DBS	Disclosure and Barring Service
DCPC	Designated Child Protection Coordinator
DCPO	Designated Child Protection Officer
DDA	Disability Discrimination Act
DfE	Department for Education
DHT	Deputy Head Teacher
DPA	Data Protection Act
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulty
EFA	Education Funding Agency
EWO	Education Welfare Officer
FBD	Full Board of Directors
FD	Finance Director
FFT	Fischer Family Trust
FGB	Full Governing Body (LA School, not Academies)
FOI	Freedom of Information (Act)
FSM	Free School Meals
FSS	Formula Spending Share
FTE	Fixed Term Exclusion
FTE	Full Time Equivalent
G&T	Gifted & Talented
GB	Governing Body
GBSR	Governing Body Self Review
GH	Governors' Handbook



H&S	Health & Safety
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
HMI	Her Majesty's Inspector(ate)
HR	Human Resources
HT	Head Teacher (Academies have a Principal, not a HT)
IAA	Independent Academies Association
ICT	Information & Communication Technology
IEB	Interim Executive Board
IEP	Individual Education Plan
ILP	Individual Learning Plan
INSET	In Service Education and Training
ITE	Initial Teacher Education
KPI	Key Performance Indicator
KS1	Key Stage 1 (Age 5-7, School years 1 & 2)
KS2	Key Stage 2 (Age 7-11, School years 3 to 6)
KS3	Key Stage 3 (Age 11-14, School years 7 to 9)
KS4	Key Stage 4 (Age 14-16, School years 10 & 11)
KS5	Key Stage 5 (Age 16+, School years 12 & 13)
L&M	Leadership and Management (Ofsted term - i.e. SLT and LGB together)
LA	Local Authority (formerly LEA Local Education Authority)
LGB	Local Governing Body (Academy)
LRC	Learning Resource Centre
LSA	Learning Support Assistant
LSCB	Local Safeguarding Children's Board
MCAS	Minority Communities Achievement Service
MFL	Modern Foreign Languages
MLD	Moderate Learning Difficulties
MPR	Main Pay Range (for teachers from 2014/15)
MPS	Main Pay Scale (for teachers to 2013/14)
MUGA	Multi-Use Games Area
NC	National Curriculum
NCSL	National College for School Leadership (now part of the Teaching Agency)
NGA	National Governors Association
NGfL	National Grid for Learning
NLE	National Leader of Education
NLG	National Leader of Governance
NoR	Number on Roll
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
OTP	Outstanding Teacher Programme
PD	Physical Disability
PGCE	Post-Graduate Certificate in Education
PM	Performance Management
PPA	Planning, Preparation and Assessment



PRIDE	Personal excellence, Respect & Friendship, Inspiration, Determination and courage, Equity
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PSM	Pastoral Support Manager
PSP	Pastoral Support Plan
QTS	Qualified Teacher Status
RAG	Red, Amber, Green (As in RAG Analysis)
RAISE (online)	Reporting and Analysis for Improvement through Self Evaluation
RI	Requires Improvement (Ofsted Level 3 formerly Satisfactory)
RoL	RAISE online
RPI	Relative Performance Indicator
SA	School Action
SA+	School Action Plus
SCITT	School Centred Initial Teacher Training
SDD	School Data Dashboard
SEF	Self Evaluation Form
SEN	Special Educational Need
SENCO	Special Educational Needs Coordinator
SIP	School Improvement Plan
SLA	Service Level Agreement
SLT	Senior Leadership Team
SM	Special Measures
SMART	Smart, Measurable, Achievable, Time-scaled targets
SMSC	Spiritual, Moral, Social and Cultural (development)
SPaG	Spelling, Punctuation and Grammar
T&L	Teaching & Learning
TA	Teaching Agency
UKG	UKGovernors forum (http://forums.ukgovernors.org.uk/forum.php)
UPR	Upper Pay Range (for teachers from 2014/15)
UPS	Upper Pay Scale (for teachers to 2013/14)
VA	Value Added
VAK	Visual, Auditory, Kinaesthetic (Learning Styles)
VCoG	Vice Chair of Governors
VI	Visual Impairment
VLE	Virtual Learning Environment