

Glyne Gap School
Headteacher's report for Governors' Meeting
on Monday, November 25th 2019 at 1pm

I would like to welcome all Governors to the meeting. It is 13 school weeks since the last full meeting to which I reported and 8 since Governors convened for their Election Meeting in September. Since September the school has enjoyed the October mid-term break and Christmas preparations seem to have begun. Governors' two sub committees have met and will report to this meeting. Our Designated Safeguarding Lead has met with Elisabeth Lawrence (Associate Governor – Safeguarding) and she reports to this meeting.

| School data: | <u>18/11/19</u> | <u>As of 17/6/19</u> | <u>As of 4/3/19</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| On roll in each department: Nursery - 12 Infants – 25 Juniors – 25 Seniors – 28 Faculty – 22 Total on roll | 112 | 112 | 112 |
| Pupils eligible for free school meals and pupil premium | March 2019 – June 2019 35 –PP(deprivation) 1 – PP (adopted from care) 12 LAC PP | March 2019 – June 2019 35 –PP(deprivation) 1 – PP (adopted from care) 12 LAC PP | April 2018 – March 2019 35 – PP(deprivation) 1 – PP (adopted from care) 12 LAC PP |
| | Terms 5 & 6 | Terms 3 and 4 | Terms 1 and 2 |
| Attendance last term | 86% | 87% | 87.5% |
| Pupils typically eating a packed lunch | 25 | 24 | 23 |
| Typically attending Breakfast Club | 10 | 10 | 8 |
| “Looked after” children (eligible for pupil premium) | 12 | 12 | 12 |
| Pupils needing a safeguarding plan Child protection plan: Family support plan: | 1 3 | 0 4 | 1 3 |
| Pupils with behaviour that seriously challenges or severely restricts learning: List A (no of pupils:5) List B (no: of pupils: 12) No. of behaviour related incidents (non A/B): | Incidents 11 61 44 | Incidents 3 62 10 | Incidents 14 35 15 |
| Number of injuries related to behaviour | 50 Self 2 Staff 27 Parent 2 | 32 Staff 25 | 53 Staff 30 Pupils 22 Public 1 |

| | | | |
|----------------------------------------------------------------------|-------------------------------------|-----------------------------|------------------------------|
| | 17/pupil/student | | |
| Accidents (number requiring hospitalisation) | 99 Staff 26 (1) Pupils 73 (1) | 78 Staff 19 Pupils 59 | 110 Staff 20 Pupils 90 |
| Pupils attending extended school clubs (cookery, junior, senior, FE) | 35 | 35 | 35 |
| Attendance at last Family Day | 70 (7 GG pupils) | Not held | 92 |
| Families being supported by Portage | 3 | 5 | 3 |
| Number of permanently contracted staff employed | 83 | 83 | 80 |

1.0 Teaching and Learning (sub-committee members: Claire Cordell, Kirsty Prawanna, Millie Rowland and Professional Advisor to the Governing Body – TBC. Heads of School and Communication Team Leader – associate members)

1.1 Pupil outcomes from the school year 2018/19 have now been collated and analysed by senior staff. The ‘headlines’ are:

- **22 pupils have made transformational progress through achieving their Supergoal**
- **62% of pupils are making outstanding progress**
- **99% of pupils at Glyne Gap School are making good progress**

These outcomes have been analysed and challenged with rigour as part of the Governors’ Teaching and Learning sub-committee meeting which was also attended by Bob Wall (East Sussex School Leadership and Effectiveness Service External Advisor) who has completed his report. The summary of pupil outcomes (attached as an appendix) has been added to the school website.

I am sure that Governors, like me, will be satisfied with this data but will be delighted by what sits behind this data and what this data represents in the lives of children and their families. This year that includes:

- Liam can drive his powerchair independently around school
- Yr 9 pupil wears pants and is continent at home and school
- Lily can play with her toys for up to ten minutes at school and home
- Xander can self –regulate his behaviour

I have shared these outcomes with school staff and commended them on the impact of their work.

1.2 Summary of lesson observation results for terms 5 and 6

| Total number of lessons observed | Number with learning judged outstanding | Number with learning judged good | Number judged with learning requiring improvement | Number with learning judged inadequate |
|----------------------------------|-----------------------------------------|----------------------------------|---------------------------------------------------|----------------------------------------|
| 10 | 8 | 2 | 0 | 0 |

1.3 Lesson Observations for term 1

| Total number of lessons observed | Number judged outstanding | Number judged good | Number judged requiring improvement | Number judged inadequate |
|----------------------------------|---------------------------|--------------------|-------------------------------------|--------------------------|
| 3 | 3 | 0 | 0 | 0 |

A lower number of lesson observations took place in term 1 to allow new class teams to build their practice and settle pupils new to the class. All classes will have completed a lesson observation by the end of term 2.

1.4 Pupil Progress

| Total number of goals set for terms 5 and 6 | Number of goals fully achieved | Number of goals partially achieved | Number of goals not achieved |
|---------------------------------------------|--------------------------------|------------------------------------|------------------------------|
| 540 | 393 (73%) | 121 (22%) | 24 (4%) |

1.5 Development of teaching

It is a widely held belief across the school that class teams are the best resource in facilitating pupil learning and supporting wellbeing. Our smallest class team consists of 5 adults and our larger class teams can grow to include 9 members of staff across the week. Many class teachers acknowledge that managing and leading this class team to deliver on purpose is the most challenging element of their craft and yet initial teaching training does not acknowledge this and train teachers to lead their team. Over this coming year we will be running a series of 6 workshops to further equip class teachers to confidently manage and lead their teams. This is a response to teachers' request and an endeavour to make an impact that could, in turn, make a considerable impact. The initial session and workshop 1 have taken place and the impact of these sessions will be qualitative through staff survey and quantitative through lesson observation.

1.6 Governors asked me to update on the CITES (Children's Integrated Therapy and Equipment Service) contract. My frustrations with this contract have never been with individual therapists but with the bureaucracy surrounding the contract and the inconsistency in service. I am meeting later this term with our Locality Manager to discuss a data dashboard which should detail performance indicators relevant to our school context. At this point, I would not feel confident to say that we can rely on CITES input and end the agreement with an independent speech and language therapist that Governors previously agreed.

1.7 Governors will be delighted to hear that pupils have enjoyed bonfire week, a scarecrow festival and a whole school day at Kiteye woods as an impact of Bridget's new role as our Outdoor Learning Co-ordinator. In addition, there is now a mud kitchen in a previously unused area of space beside the swimming pool. These opportunities are particularly proving value for money (in terms of learning) for those pupils who learn by experimentation and for whom the outside environment supports their sensory input. An additional benefit is the one on school morale which can take a dip at this busy time of year when the weather is poor and it can be dark by the time staff are leaving school.

2.0 School Development and monitoring

2.1 In May 2019 the East Sussex Standards, Learning and Effectiveness Service supported the school with a 'Safeguarding in Schools' review as requested by the Governing Body. This visit found that:

- Pupils are safeguarded well at this school.

- There are a few areas of safeguarding practice that need further development.
- The school leadership team has the capacity to do this within the suggested timeframe.

Key areas regarding immediate attention detailed were completed prior to our Ofsted inspection and all other other areas for consideration have now be completed or factored into the school development plan. SLES made a repeat visit to the school on 21st October and their report states:

‘The review in March 2019 determined that pupils were safeguarded well at the school, and this continues to be the case. The SLT/DSL have reflected on the review process and taken swift action to complete the few areas for development that were identified. The schools continuing commitment to the development of good safeguarding practice is evident through the ongoing plans to improve the school reception area and enhance the online safety guidance.’

2.2 SLES have also made their annual standards visit to school and this was completed by Bob Wall. The senior leadership team find these visits challenging and developmental and are pleased that the Local Authority has offered a further visit by Bob later this academic year. Bob’s report is tabled as an agenda item in its own right and I am satisfied that Bob’s judgements of the school’s effectiveness school echo those that the school has made for itself. Discussion with Bob highlighted further development to the school’s self evaluation document (to ally it with the new Ofsted framework) and this will be completed this term.

2.3 Monitoring plan

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aspects due for external monitoring 18/19 Terms 5 and 6 (yellow highlighted areas are complete/green in process) |
| <ul style="list-style-type: none"> • SMSC – covered through Ofsted inspection • Communication – covered through Ofsted inspection • Learning of groups – post 16 – covered through Ofsted inspection |
| Aspects due for external monitoring 19/20 Terms 1 and 2 (yellow highlighted areas are complete/green in process) |
| <ul style="list-style-type: none"> • 2018/19 pupil outcomes data • Leadership and management - ambition, vision and drive to improve • Learning in lessons (moved to terms ¾ for new Professional Advisor) • Local Authority safeguarding review follow up |

The current monitoring plan details both internal and external monitoring that will take place to enable both in school leaders and Governors to fulfil their real (and moral) accountabilities of knowing the school and holding it to account whilst also giving data for school development. Governors will be aware that Ofsted have launched their new inspection framework that will be implemented from September ’19. This monitoring plan is currently under review alongside this new framework to ensure it still fulfils its purpose. This work will take place over the 19/20 school year alongside consultation for and expression of a new 3 year development plan ready for September 2020.

Governors will be reassured to hear that Simon Yates (Headteacher of Chailey Heritage School) has accepted the role of Professional Advisor to the Governing Body with effect from next term. As with previous postholders, I am sure Simon will bring the level of rigorous scrutiny that Governors require at the same time as working in a supportive and developmental way for the senior leadership team.

2.4 School Development (Governors have access to full updated School Development Plan)

| No. of items currently on SDP | No. of items complete | No. of items started/on schedule | No. of items behind schedule | No. of items not yet due to start |
|-------------------------------|-----------------------|----------------------------------|------------------------------|-----------------------------------|
| 14 | 1 | 8 | 0 | 0 |

3.0 Pupils

3.1 School roll is currently 107 and we are receiving full place funding and top up for all pupils. We receive additional top up for 4 pupils who require 1:1 support to meet their medical needs as detailed in their EHCP. We are holding 1 school place (at the request of the Local Authority) pending the outcome of a tribunal.

3.2 We currently have 1 pupil not attending school due to the impact of their health needs. At the end of the summer term and alongside our year 14 cohort, we said goodbye to 2 students who needed provision over and above that offered by Glyne Gap.

3.3 13 pupils started their Reception year in September. This is a large number for Glyne Gap and, as reported in June, necessitated the opening of a further infant class. I want to advise Governors of the superb start that April Grant has made in opening this new class as part of what equates to her NQT (newly qualified teacher) year. From learning walks and lesson observation, it is clear that pupil learning is high.

3.4 The October holiday club was as popular as ever with (approx.) 20 children attending on each of day of the 3 offered days. Our thanks and respect goes to Eileen and her team. We recently received a donation from St James Place which will cover Holiday Club costs for this school year. We wait for a final decision on our Children in Need bid which would fund Holiday Club for 3 years.

4.0 Staff – appointments, training and welfare (sub-committee members: Tina Newstead, Kirsty Prawanna, Andrew Phillips, Frances Hall, Beverley Smart – associate member)

4.1 Since September we have run 2 selection processes; 1 for teaching assistants and one for a full time school secretary. I am pleased to say that both were successful and we welcome those new members of staff. Veronique will ensure Governors meet Leah Norman, our new school secretary.

4.2 Eileen Weismayer has informed me that after 20 years of loyal service to the pupils of Glyne Gap, she will tender her resignation with effect from the end of December. Eileen absolutely deserves to spend more time with her grandchildren. Governors will appreciate that she will be sorely missed and I am currently considering how we ensure strong management and leadership of our holiday club.

4.3 We currently have 1 member of staff within an absence management programme.

4.4 Tina Newstead has met with myself and Bev to consider Performance Related Pay and in accordance with the pay policy, 7 members of staff received PRP.

4.5 At our Spring meeting, I will outline the school's mental health and wellbeing strategy as it applies for pupils and staff (in line with our school development plan).

5.0 Resources – including finance, premises/health & safety (sub-committee members: Andrew Phillips, Tina Newstead, Frances Hall, Kirsty Prawanna. Beverley Smart – associate member)

5.1 The 18/19 budget came to a close with a surplus of £40,000 (TBC at next week's accounts meeting). The 19/20 budget is running as expected at this point in the year. They are currently no unexpected and unmanageable threats to this budget but it needs to be acknowledged that our commitments to Bexhill College will rise this year. Governors will be aware of the contract surrounding our partnership with Bexhill College and whilst the invoices are within the terms of the contract, there are costs that we cannot influence.

5.2 I have spoken to Governors previously regarding increasing staffing costs as an impact of pupils' increasingly complex needs despite no increase in school funding. This remains an issue that Special School Heads seek to engage the Local Authority with.

5.3 The Resources Committee are aware that our accountancy firm has changed to Cooper Parry. The Academies Team of Whitley Stimpson joined Cooper Parry and as such, we continue to work with the same personnel.

5.4 The entrance to the main school building, the conservatory and the school office are no longer meeting the school's needs. We have engaged with one architect to have plans drawn up on design possibilities but are seeking further input to explore other options. Whilst there are funds available (in reserves) for this work, it would clearly have a considerable impact on the daily running of the school and as such, will need careful planning if and when it happens.

5.5 A small team of Bev, Veronique and Paul are working together on phase 2 of the playground developments which focusses on the old adventure play area. With donations in place, this work could take place in the 2020 summer holiday.

5.6 The Learning and Working Safely meeting identified a pressing need for additional First Aiders in school. 2 people have achieved their qualification this term and a further 2 are booked in to training. Our newly appointed school secretary also holds a First Aid certificate. It is a challenge to facilitate this training as it takes personnel out of school for 3 days. Thanks go to Debbie Clark who has shown strong leadership in the interim.

5.7 The resources committee can confirm that all statutory and best practice checks are up to date. The termly site inspection has taken place.

Kirsty Prawanna