

**Glyne Gap School**  
**Headteacher's report for Governors' Meeting**  
**on Monday, June 24th 1.00pm 2019**

I would like to welcome all Governors to the meeting. It is 11 school weeks since the last full meeting to which I reported. During that time the school has enjoyed the Easter holidays and the May mid-term break. 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 Elisabeth reports to this meeting.

In addition, the school received a visit from Ofsted for a Section 8 inspection at the beginning of May. Governors are aware of the outcome of this inspection and I am delighted for the school community that Glyne Gap School has once again been judged as outstanding.

<b>School data:</b>	<u>As of 17/6/19</u>	<u>As of 4/3/19</u>	<u>As of 5/11/18</u>
On roll in each department: Nursery - 12 Infants – 25 Juniors – 25 Seniors – 28 Faculty – 22 Total on roll	112	112	111
Pupils eligible for free school meals and pupil premium	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	April 2018 – March 2019 35 – PP (deprivation) 1 – PP (adopted from care) 11 LAC PP
	<b>Terms 3 and 4</b>	<b>Terms 1 and 2</b>	<b>Term 5 &amp; 6</b>
Attendance last term	87%	87.5%	88%
Pupils typically eating a packed lunch	24	23	24
Typically attending Breakfast Club	10	8	10
“Looked after” children (eligible for pupil premium)	12	12	11
Pupils needing a safeguarding plan	0	1	2
Child protection plan:	4	3	5
Family support plan:			
Pupils with behaviour that seriously challenges or severely restricts learning:	Incidents	Incidents	Incidents
List A (no of pupils:4 )	3	14	7
List B (no: of pupils: 18)	62	35	54
No. of behaviour related incidents (non A/B):	10	15	10
Number of injuries related to behaviour	32 Staff 25	53 Staff 30	31 Staff 14

		Pupils 22 Public 1	Pupils 17
Accidents (number requiring hospitalisation)	78 Staff 19 Pupils 59	110 Staff 20 Pupils 90	61 (1) staff 2 (1) pupils 59
Pupils attending extended school clubs (cookery, junior, senior, FE)	35	35	34
Attendance at last Family Day Attendance at Legends	Not held	92 7 (19 including family members)	102 Not held
Families being supported by Portage	5	3	4
Number of permanently contracted staff employed	83	80	81

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

1.1 4 pupils achieved their Supergoal in terms 3 and 4 and there have been a further 14 Supergoal Superstars this term. It is wonderful to hear older pupils and students talk about their Supergoals and progress towards these. Indeed, Faculty students shared their Supergoals and their determination to achieve them with our Ofsted inspectors.

#### 1.2 Summary of lesson observation results for terms 3 and 4

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	7	3	0	0

#### 1.3 Lesson Observations for term 5

Total number of lessons observed	Number judged outstanding	Number judged good	Number judged requiring improvement	Number judged inadequate
3	1	2	0	0

Whilst it is not evidenced within the written report, Barbara Clarke shared our rationale for lesson observation with Ofsted inspectors; including how judgements about learning inform overall pupil progress judgements and how critical lesson observation is in the development of teaching.

#### 1.4 Pupil Progress

Total number of goals set for terms 3 and 4	Number of goals fully achieved	Number of goals partially achieved	Number of goals not achieved
554	396 (71%)	138 (25%)	20 (4%)

### 1.5 Development of teaching

Throughout terms 4 and 5 Julie Davey and the Communication Team led a twilight series focussed on the different communication systems that pupils across the school use. The immediate impact has been a heightened use of low tech AAC (augmented and alternative communication) resources across school which should impact on pupils' receptive and expressive language skills. This impact would be seen in the progress in communication judgements made next year by the Communication team.

## **2.0 School Development and monitoring**

2.1 The most significant piece of monitoring that the school has undertaken since Governors last met is of course our Ofsted Section 8 inspection. This took place on 9<sup>th</sup> May and I am extremely thankful to all Governors for the part they played in the inspection and for attending the final feedback meeting on that day. I have now completed 3 inspections as a senior leader and each one has been and has felt very different. This inspection was shorter than others but no less intense – with a particular intensity for Jayne Dallaway as Safeguarding Lead and Post 16 Education Lead. Both of these areas were 'key lines of enquiry' for the inspection.

I am extremely satisfied with the 2 Section 8 headlines:

- **This School continues to be outstanding**
- **Safeguarding is effective**

I am particularly pleased for the school community that Ofsted inspectors recognised the school's curriculum intent – for pupils to lead happy and fulfilled lives now and in the future - and recognised that pupils make very strong progress within this.

I am delighted that one parent described the school thus: 'It is a wonderfully happy school full of love, warmth, patience, kindness and understanding'.

Over the remainder of this term, I will be working with Senior Staff and our Local Authority External Advisor (Bob Wall) to ensure our school development plan reflects the 'next steps' detailed in the Ofsted report.

2.2 In the term prior to our Ofsted inspection, 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 in the report have been completed and many other areas for consideration from the report have begun to be implemented. As above, a number of these will be considered as part of our school development plan

### 2.1 School Development (Governors have access to full updated School Development Plan)

No. of items currently on SDP	No. of items complete	No. of items on schedule	No. of items behind schedule	No. of items not yet due to start
16	5	10	1	0

Note: the item not running to schedule is our work around developing employability pathways for some pupils. Since visiting a school in Reading, I have reflected with senior staff on this development and we have refined our approach. This refinement will be evident in the 19/20 development plan.

## 2.2 Monitoring

Aspects due for external monitoring 18/19 Terms 1 and 2 (yellow highlighted areas are complete/green in process)
<ul style="list-style-type: none"> <li>• 2017/18 pupil outcomes data</li> <li>• Leadership and management - ambition, vision and drive to improve</li> <li>• Learning in lessons (moved to terms 5/6...and then superseded by Ofsted inspection)</li> <li>• Local Authority safeguarding audit</li> </ul>

Aspects due for external monitoring 18/19 Terms 3 and 4 (yellow highlighted areas are complete/green in process)
<ul style="list-style-type: none"> <li>• Standards, Learning and Effectiveness Service 'Safeguarding in Schools' monitoring visit</li> </ul>

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"> <li>• SMSC – covered through Ofsted inspection</li> <li>• Communication – covered through Ofsted inspection</li> <li>• Learning of groups – post 16 – covered through Ofsted inspection</li> </ul>

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 may be aware that Ofsted have launched their new inspection framework that will be implemented from September '19. This monitoring plan will be reviewed alongside this new framework to ensure it still fulfils its purpose.

## 3.0 Pupils

3.1 School roll is currently 112 and we are receiving full place funding and top up for all but one of these pupils. The Local Authority recently reduced the top up we receive for 1 pupil due to the reduced nature of timetable she receives. I opted not to challenge this decision due to the changing nature of this pupil's needs and provision and because I felt it to be futile at this point. We receive additional top up for 2 pupils who require 1:1 support to meet their medical needs as detailed in their EHCP.

3.2 We currently have 2 pupils not attending school due to the impact of their health needs. School staff are in regular contact with these pupils and their families including making home visits. The pupil who was out of school when I last reported to Governors has returned to school and is happy and doing well.

3.3 We currently have 2 pupils for whom the school is no longer able to meet their needs and they require and deserve different provision. We are working with families and colleagues in Social Care and ISEND to secure better outcomes for these pupils. To say that Glyne Gap can no longer meet a pupil's needs is not a decision I find easy as I understand my decision is going to create challenging circumstances for parents. However I endeavour to make such decisions with honesty and compassion. Both these pupils have been at Glyne Gap for many years and staff should be commended on their exceptional commitment to both pupils throughout.

3.4 We currently have 10 pupils in our Nursery who are eligible to start school in September'19. I have agreed places for 8 of these pupils and a place for a further pupil who does not attend our Nursery. I remain in negotiation with ISEND Assessment and Planning regarding places for the final 2 places and a place for a further child. This is because I have requested additional resource to meet the complex needs of these pupils as outlined in their EHCPs. Planning for Reception places has not been smooth this year due to the lateness and quality of ISEND processes. This is something that Special School Headteachers are discussing with the Local Authority.

3.5 This Reception cohort will make pupil numbers in our infant department higher than they have ever been. As a response to this we will be opening a further infant class in September. The class will be called Penguins and will be led by April Grant.

3.6 The May holiday club was as popular as ever with (approx.) 20 children attending on each of the 3 offered days. Our thanks and respect goes to Eileen who mobilises a superb team of holiday club workers to deliver what is a vital (and fun!) service to children and families. I have recently completed Performance Management with Eileen and we shared a target of identifying and appointing a substantive deputy for her. We continue to seek alternative funding for the Holiday Club.

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

4.1 We have recently recruited a number of new teaching assistants to the team. In September we will be running a twilight series entitled 'Leading and developing your class team' to support class teachers; most of whom will have new and young teams. We are also looking to extend and 'fast track' teaching assistant professional development. These opportunities will be led by Amy Buckley who will be returning following maternity leave as Professional Development Co-ordinator.

4.2 I have agreed a request from Ceri Englefield to undertake a part-time working sabbatical to begin working on her Ph D. This was on the proviso that Ceri worked in a class where a shared class teacher role was workable. This is one of a number of changes to class team leaders in preparation for September. Governors will be reassured to hear that (excepting 2 MDSA positions) we currently have a full cohort of staff for September.

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

**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 is drawing to a close and is looking to come in with a slight underspend. This is due to Bev's skilled and prudent financial management.

5.2 Bev and I have set the 19/20 budget and I am pleased that we have increased some opportunities for pupils at the same time as publishing a balanced budget. Governors will be asked to approve this budget later in the meeting.

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