



TOWER VIEW PRIMARY SCHOOL CONTEXTUAL INFORMATION REPORT

Date: December 2019 (updated)



TOWER VIEW PRIMARY SCHOOL

Tower View Primary School Interim School Improvement Plan

November 2019- September 2020 (November 2019)

This plan is to cover the period of November 2019 to September 2020 through which the school will become part of the T.C.T. Academy Trust. It incorporates the existing S.D.P. 2016-20 due to finish January 2020 and the current priorities as identified via the following measures:

- Teaching staff Performance Management (October 2019).
- M.A.T. consultation developments July 2019 and ongoing.
- Tower View Primary School Governing Board agreement November 2019.
- School curriculum developments July 2019 to September 2020.
- Building Development/Accessibility Plan November 2019.

The ongoing S.D.P. (September 2020) will be adjusted in-line with any agreed priorities through T.C.T. on completion and the school joining (proposed September 2020)

SCHOOL CONTEXT (NOVEMBER 2019)					
Number of pupils on roll	365	Number of pupils eligible for pupil premium	84	Number of pupils with education, health and care (EHC) plan	2 EHCP 38 IEP 8 IBP 2AEN funded.
		EAL pupil numbers	57		
		F.S.M.	71		
		SEN Status children	60		
Percentage of pupils on track to meet expected standard/attainment targets		Percentage of pupils on track to exceed expected standard/attainment targets		Number of pupils currently not on track to meet expected standard/attainment target	
Year Group	Read-Write-Maths	Year Group	Read-Write-Maths	Year Group	Read-Write-Maths

SCHOOL CONTEXT (NOVEMBER 2019)

Reception		Reception		Reception																					
Year 1	86-89-75	Year 1	28-2-29	Year 1	9-11-5																				
Year 2	74-71-76	Year 2	17-3-22	Year 2	12-3-14																				
Year 3	57-71-62	Year 3	7-7-17	Year 3	21-9-21																				
Year 4	46-76-68	Year 4	3-8-23	Year 4	33-16-16																				
Year 5	66-73-66	Year 5	17-7-25	Year 5	21-18-22																				
Year 6	81-74-76	Year 6	11-7-16	Year 6	10-13-16																				
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)	<table border="1"> <tr> <td>Year</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>H</td> <td>14</td> <td>15</td> <td>19</td> <td>5</td> </tr> <tr> <td>M</td> <td>69</td> <td>70</td> <td>57</td> <td>74</td> </tr> <tr> <td>L</td> <td>17</td> <td>15</td> <td>24</td> <td>21</td> </tr> </table> <p>Prior attainment year 2.</p>	Year	3	4	5	6	H	14	15	19	5	M	69	70	57	74	L	17	15	24	21	Most recent Ofsted grade	Good	Staff turnover over the previous year	D.H.T. retired replaced by 2 phase D.H.T. * Year 1 / EAL lead maternity leave.
Year	3	4	5	6																					
H	14	15	19	5																					
M	69	70	57	74																					
L	17	15	24	21																					

SCHOOL CONTEXT (NOVEMBER 2019)

<p>Percentage of pupils with a medical condition</p>	<p>58 (16%)</p>	<p>Pupil achievement for whole cohort: <u>K.S. 2 Key K.P.I.'s</u> Reading 1.85 Writing -0.51 Maths 1.01 67% R.W.M. combined 5% R.W.M. above combined 104.3 average Reading 105.3 average Maths Three year average 66.43% (4.90%)</p>	<p><u>K.S.1</u> Reading 70% G.Depth 25% Writing 62% G.Depth 10% Maths 70% G.Depth 17%</p> <p><u>Phonics</u> 84% Year 1 62% Year 2</p>	<p>Pupil achievement by characteristics: R.W.M. <u>K.S. 2</u> Boys 77% Girls 56% SEN support 25% Non Mobile 72% EAL 50% Low P.A. 17% Middle P.A. 65% High P.A. 100%</p>	<p><u>K.S. 1</u> Boys 70% Read Girls 70% Read SEN Support 50% EAL 56% Boys 59% Write Girls 65% Write SEN support 33% EAL 56% Boys 78% Math Girls 57% Math SEN Support 67% EAL 67% <u>Phonics</u> Boys 78% Girls 90% SEN Support 57% EAL 89%</p> <p>Boys 60% Girls 67% SEN support 40% EAL 50%</p>
<p>Overall absence</p>	<p>5.16%</p>	<p>Persistent absence</p>	<p>57 (15.6%)</p>	<p>Unauthorised absence</p>	<p>1.94%</p>

SCHOOL CONTEXT (NOVEMBER 2019)

Key Ofsted actions from last report	<ul style="list-style-type: none">• Not enough is expected of the most-able pupils and consequently there are times when the work is too easy for them and does not challenge them fully.• School leaders do not use the outcomes of monitoring and evaluation incisively enough to identify and bring about further improvement.• Teachers do not always follow the school's marking policy fully and so some pupils are not sufficiently clear about how their work can be improved.
Key areas to improve (summary)	<ol style="list-style-type: none">a. Development of school's current curriculum to meet Ofsted Framework and needs of newly re-written vision statement based on key skills of Aim & Accrue. Focus on D.T., I.C.T. and Science.b. Development of senior staffing expertise and knowledge to ensure management of school is consistent and effective.c. Develop new marking /assessment procedures and whole school marking scheme.d. Specific issues relating to handwriting and spelling in Key Stage 1.e. Assessment and record keeping of non-core subject areas based upon Vision Skills.f. Development of M.A.T. status and school's input and involvement into the process. (Possible 09.2020)g. Specific focus on Quiet Girls in maths as a vulnerable group of children possibly underachieving.

SCHOOL CONTEXT (NOVEMBER 2019)

Key staffing areas of issue (summary)

Imminent substantial change in senior staff across the school by middle of 2022. This would include Head Teacher, SENCo., 3 UPS Teachers, English Lead and Maths Lead all possibly leaving the school due to retirement, career progression or change in location. The requirement for the school to be aware of this issue and to recruit accordingly and in-line with any M.A.T. regulatory processes so as to ensure the following aspects are maintained:

- a. Financial management of school.
- b. Continued levels of both attainment and progression at the end of Key Stages.
- c. Manage in-line with predicted falling pupil numbers across the locality.
- d. Maintain current high levels of expertise, motivation, confidence and commitment.

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September 2019 re-structuring

- Deputy Head Teacher retired.
- Appointed existing phase leaders to D.H.T. K.S. 2 & K.S. 1/EYFS
- New Maths Lead
- New A.f.L. TLR appointed
- Reception Class Teacher appointed for maternity leave (1 year post).

SCHOOL CONTEXT (NOVEMBER 2019)

Budget information

	2019-20	2020-21	2021-22	2022-23	2023-24
Expenditure Revenue Total	1,831,766	1,817,283	1,874,503	1,907,810	1,943,118

In Year Surplus / (Deficit)	-54,077	-119,071	-220,122	-304,565	-347,178
Surplus / (Deficit) Brought Fwd	0	-54,077	-173,148	-393,270	-697,835
Cumulative Surplus / (Deficit) C/Fwd	-54,077	-173,148	-393,270	-697,835	-1,045,013

	2019 - 20	2020 - 21	2021 - 22	2022 - 23	2023 - 24
Average Teacher Cost (£)	53,658	56,664	57,673	59,732	61,196
Proportion of budget spent on the Leadership team (%)	14%	14%	14%	15%	16%

Key performance indicators for the next 3 years

- a. Complete M.A.T. conversion to T.C.T.
- b. Ensure Management Structure is effective for “future proofing” of school performance and career progression of all staff.
- c. Continue to maintain achievement and progress levels on or above national averages in Key Stage 2.
- d. Increase community commitment and involvement whilst developing Outdoor education to all year groups on a weekly basis.

SCHOOL CONTEXT (NOVEMBER 2019)

Other Key factors

Number on roll starting to fall after significant year on year rise. Birth Rate drop in area affecting all schools.

- %age boys average 3 years 52.7%
- Ever 6 F.S.M. average 3 years 28.4%
- Ethnic minority groups 3 year average 21.8%
- Stability 3 year average 83.4%
- School Deprivation 3 year average 0.27
- SEN support 3 year average 13.0%
- Cohorts vary from 45 to 60.

OBJECTIVES FOR 2019-20

Achievement gap issues

1. Girls performing less well than boys in key areas of the school in maths attainment.
2. SEN School support children progression is below national averages.
3. Greater Depth pupils attainment in writing is below national average.

Objective 1

- a. Deputy Head Teacher instigated a pre-teaching programme cross years 2-6 for chosen girls who seem to not be making sufficient progress in maths and meet criteria for being "quiet".
- b. Focus of intervention is to grow confidence and competence in undertaking maths problems and basic skills.
- c. T.A.'s not directly involved with children as this was felt to raise profile of intervention which occurs twice weekly in assembly times.
- d. Termly assessments of achievements will occur as normal assessment process and through normal classroom management.
- e. Objective to increase progress and attainment of selected pupils.

<u>Objective 2</u>	<ul style="list-style-type: none"> a. Improved tracking and monitoring of attainment of pupils in intervention groups. b. IPAD management of SEN provision and more accessible to all staff. c. Half-termly monitoring of SEN School Support provisions, progress and attainment. d. Normal termly assessments used to assess attainment of pupils. e. SENCo. and assistant SENCo. More time to directly monitor provisions and progression. f. In-school tracking on internal tracking systems in place. g. Objective interventions ensure children make accelerated progression in specific areas identified.
<u>Objective 3</u>	<ul style="list-style-type: none"> a. Identify Greater Depth pupils across whole school and set up tracking grids. b. Confirm with Governors school's criteria for judging Greater Depth writers e.g. very secure in all areas. c. Monitor termly progress and achievement of all greater depth writers...assessments, moderation of work, book scrutinies and discussion with pupils. d. Objective is to ensure Greater Depth pupils are correctly identified to ensure next steps in education, esp. Year 7, are met at appropriate level of support and do not enable children to potentially fail due to over-exaggeration of skills and quality of work.

OBJECTIVE 1					
ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
Deputy Head Teacher instigated a pre-teaching programme cross years 2-6 for chosen girls who seem to not be making sufficient progress in maths and meet criteria for being "quiet".	By September 2019	Avril Foster	T.A.s taken from classes twice a week during assembly time	S.L.T. termly.	Pupils attending support, pupils correctly meet criteria.

Focus of intervention is to grow confidence and competence in undertaking maths problems and basic skills.	By September 2019	Avril Foster	None	As above	Termly assessment shows improved attainment in basic skills and in class through more confidence to answer/speak or undertake maths questions/ problems.
T.A.'s not directly involved with children as this was felt to raise profile of intervention which occurs twice weekly in assembly times.	By September 2019	Avril Foster	T.A.s taken from classes twice a week during assembly time	S.L.T. termly.	Pupils attending support, pupils correctly meet criteria.
Termly assessments of achievements will occur as normal assessment process and through normal classroom management.	Dec. March & July	S.L.T.	None beyond normal school budgeted.	SLT Termly with class teachers.	Pupils' progress and attainment improving on Tracking system.
Increase in progress and attainment of selected pupils.	Dec. March & July	S.L.T.	None beyond normal school budgeted.	SLT Termly with class teachers.	Pupils' progress and attainment improving on Tracking system.

OBJECTIVE 2					
ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
Improved tracking and monitoring of attainment of pupils in intervention groups.	September 2019	SENCo.	No extra	SLT & SENCo. Governor	Tracking in place and assessments linked directly to intervention groups. Boxalls regularly used across all interventions.

IPAD management of SEN provision and more accessible to all staff.	August 2019	ICT & SENCo.	Time implications and three staff meetings.	S.L.T. & SENCo. Governor	IPAD tracking and information clearly available to all staff. IPAD information updated regularly & accurate..
Half-termly monitoring of SEN School Support provisions, progress and attainment.	½ termly assessments of intervention	S.L.T.	None	SLT & SENCo. Governor	Monitoring in place and reported to SLT, class Teachers and recorded appropriately. Alterations of interventions in place as appropriate.
Normal termly assessments used to assess attainment of pupils.	Nov. March & July	S.L.T.	None	S.L.T. and Class Teachers	Assessments indicate that pupils have made significant progress against set specific targets. Gap has been closed accordingly.
SENCo. and assistant SENCo. More time to directly monitor provisions and progression.	Sept. onwards	S.L.T. & Governing Board	Cover support for SENCo. 4x per week in afternoon. Adjust and monitor timetable and impact on yea 5 class specifically.	S.L.T. (Head Teacher)	a. Interventions in place, monitored and show impact. b. Paperwork leads to better provision. c. Support for specific children is having impact through decisions and meeting held in management time.
In-school tracking on internal tracking systems in place.	Nov. March & July	S.L.T.	None	S.L.T. and Class Teachers	Assessments indicate that pupils have made significant progress against set specific targets. Gap has been closed accordingly.
Objective interventions ensure children make accelerated progression in specific areas identified.	Nov. March & July	S.L.T.	None	S.L.T. and Class Teachers	Assessments indicate that pupils have made significant progress against set specific targets. Gap has been closed accordingly.

OBJECTIVE 3

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
Identify Greater Depth pupils across whole school and set up tracking grids.	Sept. 2019	D.H.T.	None	SLT extended	Tracking in place & training in place. SIMs useable by all. Children identified are correct.
Confirm with Governors school's criteria for judging Greater Depth writers e.g. very secure in all areas.	Nov 2019	Head Teacher	None	Governing Board	Governors, given information by S.L.T. are confident about assessment of writers across the school and specifically in Year 6 end. Agreement that only very secure pupils are identified as Greater Depth. Governor minutes to indicate agreement.
Monitor termly progress and achievement of all greater depth writers...assessments, moderation of work, book scrutinies and discussion with pupils.	September ongoing	S.L.T. & English Leader	Release time from class (up to 10 days)	S.L.T. extended	Cluster moderation indicates good teacher knowledge of writing at Greater Depth. Internal moderation indicates Greater Depth is accurate. Class & book monitoring show Greater Depth are having needs met in extra challenge. Children indicate that they feel well supported and challenged.

<p>Objective is to ensure Greater Depth pupils are correctly identified to ensure next steps in education, esp. Year 7, are met at appropriate level of support and do not enable children to potentially fail due to over-exaggeration of skills and quality of work.</p>	<p>End of year</p>	<p>S.L.T. & English Leader</p>	<p>none</p>	<p>S.L.T. extended</p>	<p>Pupils move to following year and remain as Greater Depth and perform at such level without undue stress, diminishing attainment and change of standard.</p> <p>Pupils remain training well across school career.</p>
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