



# THORNBURY PRIMARY SCHOOL

## GOVERNORS' ANNUAL REPORT on Academic Year 2014-15

Dear Parents and Carers

The Governors are pleased to be able to report on yet another busy and successful year.

We are very fortunate to have a Governing Body with a wide range of skills and experience, who support our school Community. Our team ethos is paramount in carrying out our wide range of responsibilities for the benefit of our children, parents/carers and staff. We use our skills to support the school in the most effective way possible.

In February this year we had our Ofsted inspection under the stringent framework. We feel that the judgement of being a Good school with a number of outstanding areas, reflects the impact of the school development plan, the strong leadership of the school, and the commitment of the whole school improvement to taking the school forward.

We continue to work as part of the Endeavour Trust. There have been many collaborative working groups set up, and staff report this has been a very worthwhile sharing of practice.

We hope that you find this report of interest and would welcome any comments or questions that you may have.

Yours sincerely,

**Lynn Smith**

Chair of Governors



### *What have been our recent successes?*

- Ofsted in February 2015, awarded Outstanding for Behaviour and Safety; noted 'in lessons, and around the school, pupils behave exceptionally well. They display an eagerness for learning, work hard and achieve well'.
- 2014: 2nd in Plymouth for the results of our children eligible for Pupil Premium, school received a letter of congratulation from the Government
- Attendance one of the highest in the City of Plymouth
- Achieved Golds Sports Mark
- Achieved Healthy Child Award
- Plymouth Curriculum Competition for year 5 pupils. Our school had most short listed entries and both last year and the previous year have had pupils selected to travel with a group of 11 others to USA (2014) and Finland (2015).
- Before and After School Club accredited more than once, practice noted as exemplary
- Special Educational Needs Co-ordinator passed the SEN Diploma
- Two staff successfully nominated for Early Leadership Programme
- Headteacher appointed to the role of Local Leader in Education (LLE) to provide support to other schools

### *What are we trying to improve?*

- To continue to raise standards in English and Maths
  - Improve writing outcomes to above the National Average in Y4
  - Secure writing outcomes to above the National Average in Y6
  - Improve Maths outcomes to at least the National Average in Y5 (Below in Y2)
  - Improve attainment for all pupils in Spelling, Punctuation and Grammar to at least national average for all target groups of pupils
- To increase the flow in a lesson, to ensure that usefully time is maximised in each lesson for every child
- To implement Cycle B of the new curriculum
- To promote deeper learning in lessons through quality dialogue and the use of practical and visual methods



## How much progress do pupils make?

- **2015 EYFS**
  - Good Level of Development maintained at 70%, higher than National Average
  - Gender gap narrowed
- **Yr1 Phonics**
  - 2015 school significantly outperformed National - 91% compared to 77% - an increase year on year.
  - No gender gap year on year.
  - EAL pupils did exceptionally well - 100%
  - Gap for disadvantaged pupils closed by Yr2 - 92%
- **Yr2**
  - 2A+ Readers sig better than National 82% compared to 59% - this has been an area for focus in SIP
  - Writing - 2C+ is better than National - 95%,- 2B+
  - Maths - Better than National in all categories except for Level 3
  - 2014: all subjects had increased significantly on previous years, in 2015 we maintained that standard
  - No gender gap
  - Slight gap between Free School Meals and non FSM, but better than National
  - English as an Additional Language pupils' attainment in line with National
  - By birth date children are generally doing better than National
- **Closing the gap trend at KS1**
  - Better than National in all subjects by Average Point Scores
  - L3 Reading - better than National,
  - L3 weaker than National in Writing and Maths
- **Yr 6 (July 2015)**

**NB: Prior attainment shows Yr6 2015 were significantly below National Average on entry and below at KS1; their profile is not similar to any other year group in school currently.**

- 44% of the cohort were in the low attainment band at Y2 compared to 16.5% nationally. This had a significant impact on both attainment and progress at Y6.
- Higher level of Special Educational Need with 6 statements for SEN
- No gender gap in results
- The middle and higher achievers were in line with National in all areas
- Pupils achieving Level 5+ - better in reading and, writing and SPAG
- Middle achievers did better than National in Maths, reading, writing and SPAG
- Lower prior attainers (20 in cohort of 45) were in line with National in all areas
- Middle attainers (19) slightly above National in all areas
- High attainers (6) close to National in reading, writing and SPAG
- Statemented children (6) do better than National, particularly so in writing



- Free School Meal pupils much weaker than non FSM, but it is of note that a high proportion of these pupils are SEN or Statemented, which skews the data.
- Lower attainers were lower - there was a significant level of need in this group
- Average results closer to the National at Y6 than when these children were in Y2.
- Attainment - was much lower than National in maths, in reading level 4B+ and SPAG
- High attainers (6) showed a dip in maths - 31 compared to 33.6

### ***How do we make sure our pupils are healthy, safe and well-supported?***

Achieved Health Child Mark for our work in this area

Robust and rigorous child protection and safeguarding procedures

Regular training for all staff

Health and Safety built into the curriculum and regularly revisited

Close relationships with families

Effective liaison with other agencies

Buy into the Multi Agency Support Team (MAST) to access specialist support

Trained Emotional Literacy Support Assistants (ELSAs)

Mental Health and Wellbeing whole school project

There are worry boxes in every class

Children can borrow a worry puppy when they are having a down day

Hold an Anti-bullying week

Very strong pastoral care for every child

### ***Behaviour***

School has a very clear and fair behaviour management system policy based on the "traffic light" system. This has had a positive impact on the vast majority of our children and helps them make appropriate choices about their behaviour and accept consequences for their choices.

School also employs a Learning Mentor and has three trained ELSAs who support children with their emotional needs, devising and delivering programmes to suit individual need.



### ***What activities and options are available to pupils?***

A rich curriculum

Diversity whole school Project

Enrichment on Fridays; a menu of relevant activities; sports, crafts, cooking, First Aid, French, ICT

An exciting outdoor programme

Music lessons for all of Y4

Peripatetic music lessons are an option for KS2 pupils

Sports clubs

Change for Life club

Visit to the local area

Visiting speakers and workshops

Y5/6 residential

Gifted and Talented visits to our Trust schools

Transition programme linked to secondary school, e.g. arts week

Bikeability training

Y5 and 6 hold positions of responsibility across the school

### ***What do our pupils do after leaving this school?***

The majority of children move to Tor Bridge High

A handful go to the grammar schools in Plymouth

A handful usually go to other secondary schools in Plymouth.

### ***How are we making sure that every child gets teaching to meet their individual needs?***

#### ***Special Educational Needs***

- SENCo: Mrs L. Trembath
- Inclusion Managers: Mrs Hardisty, Mrs Banks, Mrs Trembath
- SEN Governors: Mr Stephen Browne and Mrs Lynn Smith

The Special Educational Needs Policy was rewritten in line with the new Code of Practice for Special Educational Needs in March 2015.



**The Inclusion Action Plan forms part of the School Development Plan. There is a focus for the coming year on continued early identification of SEN pupils, increasing the pupil and parent voice through a Person Centred Approach.**

Throughout the school, Pupil Progress Meetings are held three times a year with senior leaders. Following on from this intervention programmes are put in place where deemed necessary. These may include:

- Accelerated / Accelewrite is in place as the middle part of a multi layered approach to Literacy. This can be delivered by specialist trained Teaching Assistants
- Precision Teaching is in place as the base layer of literacy intervention and is delivered by specialist trained Teaching Assistants
- Small group, short term, bespoke programmes of work
- Support from the Learning Mentor who works in school, one day a week
- In school support from three trained ELSAs (Emotional Literacy Support Assistants)
- Specialist staff from Plymouth MAST (Multi-Agency Support Team)

### ***The Speech and Language Learning Support Centre***

At Thornbury there are a number of pupils from across the city, who are placed with us as they have that have a specific, severe impairment in receptive, expressive and/or pragmatic language as measured in standardised tests. Across Key Stage 2 we have 10 places for these pupils.

These pupils require specialist teaching and high staff/pupil ratio to access an age appropriate differentiated curriculum in mainstream classes and to mediate in social situations. Some withdrawal for specialist teaching may be necessary.

These pupils have intensive specialist speech and language therapy at a level not usually available in mainstream schools, which is provided by Speech and Language Therapists under the guidance of a Specialist Speech and Language Therapist, Mrs L. Farrow.

Targets are set according to individual need which are shared with the children, parents and carers as well as school staff. These are jointly reviewed and adjusted three times a year.



### ***How are we working with parents and the community?***

Monthly newsletter from school

Supported the purchase of communications systems such as 'Teachers to Parents'.

Annual Governors newsletter explains to parents about the involvement of governors across the school

Attendance at events such as open days, sports days, presentations; opportunity to mingle with parents.

Consider the annual parental questionnaires

### ***What have pupils told us about the school, and what have we done as a result?***

Children love the school and are immensely proud of being a pupil here

They like the fact that bullying is taken seriously, and any problems are sorted out straight away

They like the school lunches

They feel that most children behave really well

They like having an opportunity to represent their school at sports

They know that they have to work hard and practise to get better at things

They like being able to tell an adult if they don't understand their learning

Residential is a highlight!

The sports leaders like the opportunity to organise games

*More children would like to play sport for the school, so this is being planned for by the sports team*

*The Eco-team would like everyone to try harder at recycling and turning off the lights*

### ***Ofsted's view of our school***

Good overall with Outstanding for Behaviour and Safety. Some of our practice was noted by the inspectors as exemplary; the level of pupil independence, and that the quality of our Teaching Assistants were also highly praised.

### ***What have we done in response to Ofsted?***

In some lessons, occasionally some more able pupils were not moved on quickly enough; by building more flow into the lessons, this has now been addressed.





# Thornbury Primary School

Miller Way  
Plymouth  
PL6 8UL

 01752 302600

Email: [admin@thornbury.plymouth.sch.uk](mailto:admin@thornbury.plymouth.sch.uk)

Website: [www.thornburyprimaryschool.co.uk](http://www.thornburyprimaryschool.co.uk)

**Mrs Claire Hardisty**  
*Headteacher*

**Mrs Fiona Banks**  
*Deputy Headteacher*

**Mrs Lynn Smith**  
*Chair of Governors*

Age range: 4-11  
Number of pupils: 305

