

Headteacher's Report
Beecroft Primary School: Governing Body Meeting 3rd October 2023

Pupil numbers and classes 2022-2023			
CLASS	TEACHER	NUMBER	Support
Nursery	Mrs Sayer	24	A Stewart, A Moore (New appointments Sept 2023)
RECEPTION	Miss Hussey (ECT Y2)	23	
RECEPTION	Miss Stuart +Mrs Such 1 day.	22	
YEAR 1/2	Miss Halliday	24	R Altaabba
YEAR 1	Miss Sayania	21	B Hoyle
YEAR 2	Miss Edmundson	24	
YEAR 3	Mrs Carter and I Wade ECT	24	E Craven (GH)
YEAR 3	Mr Hancox	23	
YEAR 4	Miss Pinder	26	
YEAR 5/4	Miss Walker	30 +1	14 Y4 and 16 Y5
YEAR 5	Mr Campbell Miss McNicholas (ECT)	29	
YEAR 6	Miss Brown, Miss Turner (English)	38	

Timings of the School Day: 8.30-3.15. is 33.75 hours weekly. (No phased start)

(Government requirement statutory from September 2024 a minimum of 32.5 hours weekly)

All pupils have an additional hour of clubs Y2-Y6 (3.15-4.15)

Commentary on Class Organisation

1. The school has used surplus balance to enable small classes at the younger end of the school. This has been achieved through careful financial planning and the fact that all leaders have full class teaching responsibility.
2. Key Stage Leaders – Mr Campbell KS2, Mrs Carter KS1, Miss Stuart Foundation Stage.
3. Coaching Policy in action: Mr Campbell working alongside Miss McNicholas full time in the autumn term as joint class teachers. Mrs Carter working alongside Miss Wade in Year 3 for the autumn term. (Mrs Carter on maternity leave from January 2024)
4. Mrs Pickard – art (beginning of the year coaching Miss Nokes for Key Stage 1) Mrs Farthing-Kaye – P.E., Mr Russell – DT,
5. Mr Rhodes piano and music group. Music with Year1-3.
6. Mrs Such: Return from maternity leave September 2023 (2.5 days – Reception job share Miss Stuart and Year 2EH -)
7. Retired Miss Goode (tutoring and additional reading) Mr Schofield Mathematics tutoring and Year 5

Headteacher Performance Management (Committee 2023 S Harris, S Lord, P Gradys)

Sam Jessup Golia (Head of School Improvement) completed this before the summer break 2023 for 2022-2023

She commented as summary,

“Governance of the school recognise the incredible amount of work the HT has put into the school over the academic year. They continue to acknowledge that the HT continues to exude passion for the job and this is testament to the outcomes and the belief she has for the children. They further recognise the hard work that has gone to ensure that all children achieve in the wider curriculum and this is all underpinned by the constant review

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and evaluation of revisiting teaching and learning. Panel members on behalf of the governors extended their thanks to the HT for the incredible hard work she has put into the school over the last year. In addition, the LA also extended their thanks, in the support she has provided in the schools of Leeds. The experience and knowledge is very much welcomed."

In depth training in September has taken place for writing, reading and the development of Mathematics using the research-based Education Endowment Foundation research. This built on the existing teaching approach to writing, reading and mathematics.

Ensure the school has a clear vision supported by an ethos of high expectations which also support British values.

Beecroft seeks to achieve high standards of work, behaviour and attitudes to others. The ethos is one of unrelenting high expectations. The school is passionate in its striving for excellence for everyone.

British values permeate all curriculum areas within the key themes and topics and literature chosen. There continues to be an atmosphere of tolerance, respect and good manners amongst all pupils. Behaviour and attitudes are of a high order. (Pilot Inspection 2019, Local authority monitoring – NOVAC)

Harvest: St George's Crypt enterprise Sept/Oct 2023

The whole school is involved in an enterprise where each class is raising money for the Crypt. This work is incorporated into RE/spirituality in the school from the perspective of all the religions at Beecroft and humanism. It is about giving and helping others.

Collective worship/assembly: Chaplain at St George's Crypt and Imam Quasin speaking to Year 6.

Corporate events e.g. harvest is an opportunity to give to charity and reflect the identity of the school's religions.

Beecroft seeks to enable all pupils to achieve high standards within an interesting and broad-based curriculum.

Examples of the latter:

- Art and D and T in a purpose equipped room. Beecroft Artsmark Gold 2023.
- PE (see report)
- Musical instrument teaching.
- Initiatives in sport and the daily mile.
- Additional swimming Year 6 as well as Year 3
- Trips and visits to support geography, RE and History
- Mind-mate – curriculum as a response to the 2018 Green Paper on mental health. (See the newsletters and website for more detail.) Dedicated wellbeing days are now held once each half-term. Each class is following the mind-mate weekly curriculum.
- Mental Health qualified teacher – Mrs Carter
- Wealth of extra-curricular activities – rugby, football, drama, art, games, IT Maths for example.

The voice of pupils is important and the school council (pupil council) meet regularly to aid in decision making and to bring class suggestions. School Council is also an important voice in safeguarding and a further place to discuss the school TELL posters. Each class has a 'suggestion' box and a 'worry' box. (British values – the rule of law and democracy) The School Council has its own Development Plan which includes monitoring the Consistency Plan of the school.

Pupils' are very proud of their school and work with the staff as a unified team.

Pupil Mentors: Apply and interviewed to support a child in school with reading and playtimes.

Leaders P.E. work with other pupils at playtime and lunchtime.

Arts Council: Group of pupils who access and plan the arts.

Librarians

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Focus on Mental Health (Nationally a concern since Covid and a concern of a significant minority of Beecroft's parents.) Many pupils are on waiting lists for social and emotional needs – Beecroft is responding with immediate work to fulfil those needs.

Progress with Play Therapy: Appointment of Liz Mooney (Association of registered play therapists one day a week)

Place2Be: Contact – 2 days a week from 1 October. (Approved by finance Resource sub-committee using surplus funding.)

This will provide referred individual and group work with pupils. There will be a self-refer lunchtime. It also provides safeguarding TELL (added to our posters for pupils)

Extra Curricular Clubs 2023-2024

Drama, choir, ensemble (fulfilling dfe expectation for music.) gardening, arts council, cricket, football, netball, boardgames. All staff give freely of their time for an hour of clubs.

Added – cricket, Arabic language teaching. (parent and pupil requests)

Enterprise Year 6 (Virgin Money)

Achievements 2022-2023

Music Medals (Achieved July 2023)

Music Medal Total Numbers 2022-2023

Instrument

	Copper (level 1)	Bronze (level 2)	Silver (level 3)	Gold (level 4)	Totals
Recorder	0	7	7	0	14
Flute	6	6	0	4	16
Violin	4	5	4	2	15
Guitar	8	0	0	0	8
Keyboard	4	0	0	0	4
Total	22	18	11	6	57

ABRSM Graded Music Examinations	ABRSM Music Medals (5 levels)	Curriculum, GCSE etc
(Pre-grade 1)	Copper	
(Grade 1)	Bronze, Silver	
(Grades 2-3)	Silver, Gold	(GCSE)
(Grades 4-5)	Platinum	(GCSE A-C)

Sport and PE

(Appointment of PE and sport teacher) See Quality of Curriculum Document

All classes have 2 PE lessons and Y3 go swimming.

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Residentials

Year 6 Castleton March 2024

Year 5 Whitby Geography October 2023

Day Visit

Malham Year 4 Geography



Attendance Policy September 2023: (Written in line with Managing School Attendance DFE)

Revisit September 2023

Beecroft is determined and persistent in tackling its main barrier – holidays and extended leave in term time. This was exacerbated after Covid when families took the opportunity in term time to visit relations in Pakistan or the Middle East. We are working hard in trying to change the culture. The new traffic light system has been in operation for a year and shows attendance visually so that pupils are involved. Attendance panel meetings, held at the end of the summer term with families of pupils who are persistently absent, were part of our strategy. The systems are rigorous and persistent – hence the high attendance even in Covid years. 96% 2021-2022 is below our usual 97% and 98% for the whole school. 2022-2023 attendance is 96.5%

Meetings have been held September 2023 with Year 6 parents.

Year 6 current a vulnerable class: 15 of the 39 Year 6 did not return during summer 2020 re Covid and whilst we encouraged the whole school to be in attendance in January 2021 this group could not be persuaded to attend. Many do not speak English at home. The more able attended over Covid and the less able didn't (Those who are achieving are doing so because they attended.)

This, together with holidays in term time and low (91%) attendance in other year groups means that they are starting considerably behind what would be expected and is usual at Beecroft.

Meetings with parents have been held, additional reading tuition is in place.

Behaviour Policy September 2023 (Minor changes in line with DFE)

Revisit September 2023

Behaviour at Beecroft is outstanding, however, the policy, trained with teachers and those new to the school details how the outcome is achieved. There is a high level of independence and self-regulation in school and pupils are proud of their behaviour.

Authorisation of orders, invoices and virements across all three budgets as follows: (item 10 on Agenda)

The approval level of contract the Headteacher can enter without authorisation from the Chair of Governors is £15,000

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Approved level of a single virement the Headteacher can authorisation without certification for the Chair of Governors is £15,000

Certification of Orders on Budgets 56203, 10203, 10384 by:

J Turner, S Campbell, S Harris, N. Brown

Certificate of Invoices (including purchase cards) on budgets 56203, 10203, 10384

N Brown, J Turner, S. Campbell, L Hargreave

School fund signatories J Turner and B Hoyle

15 (Agenda item) Training Days September 2023 (School Improvement Plan 2023-2024) STRATEGIC PLANNING

Consistency Plan – and the key themes of very high expectations in every classroom – What does this look like for behaviour, good attendance and achievement of all pupils. This area is reiterated and deepened every year. Clear responsibilities for class teachers are discussed. Pupils of concern for attendance or achievement are highlighted and plans are made.

Reading and Language across the curriculum: This is a core area of Beecroft's intent. The training used The Reading Framework 2023 (DFE). Essentials for every classroom were discussed (core set of books), daily reading, how to do a reading lesson. Reading and language is embedded in our curriculum, however, developing teaching skills is crucial to the success of the strategies.

A new reading policy has been written and is written into the School Improvement Plan.

Nuffield Language (Reception) – to continue.

Mathematics and Language.

Subjects – Core and Foundation – 5 a day strategies withing the substantive and disciplinary knowledge. This is building on the work 2022-2023. Constant revision and reiteration means that pupils know more and remember more.

Is the school's vision still fit for purpose, and is it supported by an ethos of high expectations which also promote British Values?

Beecroft has the highest expectations possible for all pupils including those with SEND. British values underpin all we do in daily conversations.

What are the school's current strengths and weaknesses and is it built into the plan?

The school improvement plan is repetitive and rigorous as new and inexperienced teachers need a lot of repetition to be able to implement the core strategies. Fidelity is taught and there is both weekly and bespoke training to embed the key principles.

The school's significant strength is with the development of exceptional standards of behaviour and attitudes. Any issues of teaching and learning (not really weaknesses) are addressed promptly – dialogue between senior leaders and staff is on-going daily.

What are the schools top 3 priorities?

1. Consistency across the school (Fundamental principles).
2. Language and vocabulary in all subjects.
3. Reading.
4. Mathematics – particularly language of problems and reasoning.

Does the school improvement plan (SIP) have clear priorities, dated milestones, costs, members of staff responsible for delivery and the governor/committee that will monitor progress?

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The majority of the plan does not incur a cost as training is within school and through the coaching model of working alongside. Governors are invited to do a learning walk termly and to monitor against the plan. The school has surplus funding so an additional £8,000 has been allocated for additional resources, including books, for use across the curriculum.

NOVACS: Leeds City Council

Note of visit and contact)

School:	Beecroft	Date:	22.3.2023
Author:	Sam Golia	Staff contact:	June Turner
Headteacher:	June Turner	Link Advisor (SIA):	Sam Golia
Purpose of the visit	June Turner Nicola Brown (Deputy) Emma Stuart (Foundation leader) Steph Carter KS1 Leader Steven Campbell (Deputy)		

Previous Ofsted AFIs:

What progress has happened against the AFIs?

Last inspection March 2010.

Since the last inspection the leadership team have developed the outdoor area to ensure that it matches the indoor provision

Pilot inspection – 4 years ago with COVID in between

Current context/Leadership discussion:

- Since last inspection – leadership team has been further developed
- EY leaders appointed – 11 years – started as an NQT
- Leadership highly cohesive team and proactive team
- Ethos of leadership development and teacher development – through a stable staff team
- Leadership has key areas of focus – leadership work as a team has oversight and capacity every where
- Leaders are entrepreneurial and creative
- Leadership truly distributed across the schools
- Coaching and mentoring are highly effective to develop all staff and there are more specialist teachers in: art, music, DT and PE
- Coherent view – across the curriculum – English and extended writing thoroughly embedded throughout the curriculum
- Each subject is developed around the substantive and disciplinary
- Early years seamless transition into the new framework and this curriculum has been carefully planned from FS1 with a priority around language
- Gradual release model is followed to provide timely support and intervention for teachers
- School improving is sustaining and securing continued improvement

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- 5 a day is embedded, as outlined in the EEF recommendations. However, leaders unpicked the rationale and what does this mean regarding their school first
- Cohorts are challenging - demographic has changed since last inspection: IDSR – top cohort for EAL
- Speech and language is a huge priority for the school, alongside a limited lack of modelling around language at home
- Attendance remains a challenge and needs clear and robust focus
- Leaders ensure that children are fed and clothed to address the basic needs as they enter the school
- GB representative of the school community
- Pride and proud permeates the school
- Well prepared for high school, this is demonstrative of the feedback from high schools

Summary of the visit:

During the visit, the SSIA has leadership discussion, spoke with an ECT, engaged with a wide range of pupils from across the school, including having lunch with pupils, looked at books and visited geography, and art lessons, alongside visiting early years.

I have outlined the visit under the Ofsted strands for reference.

Quality of Education:

Leaders are highly ambitious for all pupils' regardless of their disadvantage and/or barriers. The high expectations set and instilled by leaders allow all children to make rapid progress from their starting points and achieve highly.

Leaders are relentless in their ability to ensure all children have a high-quality curriculum, where purposeful and rich learning experiences enhance pupils' learning across the whole curriculum. Trips are purposeful and enhances learning to ensure that there is real meaning by the curriculum intent.

There are high levels of consistency in the implementation of the curriculum, and this ensures an equality for all pupils. A clear example of this is the expectations around the learning environment, which showcases the curriculum effectively both in the classrooms and the wider communal areas.

Leaders have developed an ambitious curriculum that is planned in a well-sequenced and cohesive manner and one that is broader than the scope of the national curriculum and this is securely embedded. Vocabulary, knowledge, and skills are carefully considered and mapped with aspiration for all rooted at its core. Leaders continue to refine and develop the curriculum in accordance with up-to-date evidence-based research.

Across all lesson visits, learning and metacognition strategies were clearly visible in both how these were displayed to scaffold and support pupils' but equally how children spoke with a high degree of understanding and articulation about their learning. Lessons allow for children to further build on their knowledge and apply their skills with well-resourced equipment. All children regardless of disadvantage and or additional needs achieve exceptionally well.

Progression in the skills and knowledge in geography was clear throughout the lesson visits from the early mapping skills evident in the early years to the pupils accessing ordnance survey maps and applying their understanding of 6 figure grid references. Lessons were demonstrative on teachers referring to prior learning and constantly checking on previously taught content. The work that is provided to the pupils over time provides the children with a cumulative sufficient knowledge to prepare them for future learning.

During the day the SSIA, observed an art lesson with year 6 – it was exceptional. The children were doing a bird study and the way the learning and the session was broken down ensured that children were able to build up to using pencil as a medium to draw the bird. The warmup sessions made explicit links to prior learning and referred to other subjects that warm up such as PE. The attitudes to learning throughout this lesson were exemplary.

Behaviour and Attitudes:

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Leaders instil high expectations of children across the school, as such children are given the responsibility to ensure that they move around the school with self-control and self-discipline. Children have high levels of respect across the school, and they play a pivotal role in creating a valued and celebrated school environment.

The children have highly positive attitudes to wards their learning and demonstrate a sense of pride when they talk about what they have previously learnt. Children were able to talk about their learning from the displays that showcase exceptional outcomes across a range of subjects.

Learning behaviours across the school are exemplary and there were no low-level behaviours evident across the day. During lesson, children are respectful of others and contribute effectively across the lessons. When children were engaged in the learning, children demonstrated high levels of engagement and a commitment to their learning – children were not distracted and did not engage in any unwanted behaviours.

Attendance remains high on leader's agenda; they are mindful of the challenges of recent years. However, leaders continue in the relentless approach to ensure that all children are in every day.

Personal Development:

Leaders are invested in ensuring that the curriculum provides a rich breadth of experiences that allow pupils to develop and be prepared for future learning. The school consistently promotes the extensive personal development of all pupils.

Children have a valued voice across the school with leaders recognising the importance of engaging them in the school developments. For example, the school council are very active and are very clear on their role and ensure that issues emerging are dealt with. An example of this in dealing with the 'lack of flushing' in the toilets. The school council acted, creating posters and positioned them in the right place. The positioning was very important to them, and they had clear rationale as to where they should be placed.

Leaders provide plentiful opportunities for pupils to be leaders across the school, including pupils that have SEND – they have sports leaders, arts council, librarians, in addition to the school council. Sports leaders have developed the friendship stop at breaktimes and this allows for the children to ensure that they have someone to play with. The arts council are exploring ways to ensure that the arts are well represented across the school, in drama, dance, art and music. They are very passionate about ensuring their peers have a range of experiences available to them.

Ensuring children are kind to each other is very important to the pupils, they articulate ways in which they recognise that pupils are kind to each other and make sure that pupils are happy in their time at Beecroft. For example, one pupil said, 'I went and spoke to the teacher because I saw someone was upset, they made sure that the issue was resolved.'

Children can talk about bullying and the STOP acronym with a high degree of understanding. Children are equally adamant that bullying does not happen at Beecroft and if it does that it sorted out quickly.

Pupils are taught how to keep themselves safe online and one pupil talked about how they are creating apps in computing to explain to other how to do this.

Pupils value and appreciate the wide range of clubs they can access for free, by the staff in the school. They understand that this is above and beyond teachers remit, however, pupils talked about this on several occasions and is demonstrative on their enjoyment and enthusiasm for the clubs. As a result, there is a strong take up by the children and those who are disadvantaged significantly benefit from these extra - curricular experiences. The breadth that the children experience significantly strengthen the school offer.

One club and opportunity the children spoke about with passion and enjoyment at the heart was music. All pupils learn a musical instrument and take exams from copper to platinum. The pupils have a clear sense of achievement in music and having seen the pupils play a number on ensembles was delightful to see.

Pupils also spoke at length about the Pied Piper production at Christmas – it was clear that given the restrictions during the pandemic, that they absolutely loved it with one pupil still able to recite lines.

Leadership and Management:

There are exceptional leaders in Beecroft, they are focussed on their ambition for **all** children and ensure that all staff receive highly effective professional development. Leaders have invested in a coaching and

mentoring model that supports teachers subject, pedagogical, knowledge and content so that it constantly builds up over time.

This is ensuring that inexperienced and ECTs are well-supported throughout the early stages of their careers. An ECT spoke highly of the support he is currently receiving and that he is finding the coaching sessions really useful to support his expectations around behaviour and the pedagogical approach.

Leaders welcome feedback and respond positively to the open discussions about how the school can further develop or add into their provision for all children. For example, employing a play therapist to support children's mental health post-pandemic. Parents are overwhelmingly positive around this approach.

Early Years:

Pupils have a strong start in the early years. Leaders have invested in the provision both indoors and outdoors in the early years – that presents challenge given the restrictions and the site.

Early Years provision identifies the barriers and limitations to children's ability to learn and leaders take action to remove them or address them to ensure that children are deeply engaged and develop the ability to sustain high levels of engagement in their learning, including the children with SEND who achieve well.

Adult interactions with the pupils are high quality and has a golden thread of language development running throughout. The curriculum is highly ambitious and ensures that children are well prepared for year 1. The children are explicitly taught how to use scaffolds to be independent in their learning. Children can engage in their learning for sustained period, working on their own and/or with their peers.

The learning environment is language rich in the language that is displayed around the classroom and how all staff develop the language of these pupils. They are relentless in ensuring that pupils respond fully and uses the taught vocabulary.

Resources are carefully considered to support learning and pupils make best use of these, for example, in provision children were using IT to programme a mouse beebot to be able to get to the cheese. The pupils were confident in the programming and could talk about what they were doing that demonstrated a clear understanding. They were able to use the resources around them to support their description of what they are doing.

The areas of provision and displays, clearly demonstrate the whole curriculum is taught right from the early years, through a range of explicit teaching, independent learning and this is supported by the environment.

Recommendations/Action:

- Leaders to further invest and develop their coaching of early careers and inexperienced teachers through the coaching and mentoring model that has been developed across the school.

Distribution list

Head teacher

Chair of Governors

Early Career Teachers (Statutory responsibility and Beecroft organisation)

- Leaders to further invest and develop their coaching of early careers and inexperienced teachers through the coaching and mentoring model that has been developed across the school. (Novac)

The school has further invested in its coaching model.

Year 5 ECT: Gradual release model working alongside Mr Campbell

Year 3ECT: Gradual release model working alongside Mrs Carter.

The staff have a sign off list of demonstrable competences to be checked off. Coaching is within class and with additional taught sessions from the Headteacher on reading, writing...

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