



Lower Heath CE Primary School

**ANNUAL
REVIEW
2020/21**

Vision & Values



**Let your light shine before others,
so that they may see your good works
and give glory to your father in heaven**



Matthew 5:16

As children of God, our pupils will share their achievements in fellowship with the whole school community, in a loving and respectful environment. Together, all children and adults will show thankfulness for our world, and use our faith to challenge ourselves to fulfil our God-given potential. Our motto, 'Let Your Light Shine', shows how our talents and potential can be illuminated through the example of Jesus' love, and how Jesus' attitude can shine through our actions and words.

Our core values: **Love, respect, faith, fellowship and thankfulness.**

Reflections

Deborah Sadler | Headteacher, Lower Heath CE Primary School

This year has been different from any other, presenting challenges that we have never faced before, where the expectations and guidance that we are operating within have changed regularly. This certainly hasn't held us back; at Lower Heath, we have maintained our focus on academic progress whilst ensuring that children, staff and parents are kept safe, and have all of the support they need for their well-being during these uncertain times. We have prioritised the need for 'normality as far as possible', so that children have still received the rich experiences which make their time with us so special. They have still thrived, and we have learnt so much from this past year; we don't have to do things how we've always done them, and we don't have to do what everyone else does. We have to do what is right for our children and families, and this is our biggest learn from the year.



Attendance

Attendance at Lower Heath has always been above the national average, and despite the challenges posed by Covid, attendance has remained high. Children and staff all returned from the lockdowns positively, and were reassured by the safety measures put into place. A very small number of pupils have had longer periods of absence for justifiable reasons, but as a school we have been able to support these families with reintegration packages and remote education, so that their return to school has been a successful one.



Welcome



Growth

Our school continues to grow. We now have 99 children on roll, with an additional 17 children in nursery; the biggest nursery cohort which we have ever had!

With lots more children signed up for nursery places next academic year, we are looking forward to seeing the impact that our growing nursery has on potential growth across the school!

School of the Future

As part of the Trust's vision for the 'School of the Future', Lower Heath staff and pupils have enjoyed working together to map out how we would like our school to develop, in its own right and as part of the Trust family, over the coming years. The visual representation is below. It has been so exciting to see the creativity in our school community, and the incredible aspirations that staff have for our children.



Strategic Development & Finance

We are dedicated to helping our children to become responsible, caring and reflective young people who participate fully in school life, and the life of our wider community.



- There has been a huge focus on the development of leaders at all levels across the school, as well as succession planning and the growth of our staff.
- Teaching assistants have been supported to achieve Qualified Teacher Status and we have created posts for them to enable them develop their skills, whilst offering secondments to other teachers who were ready to broaden their skillset.
- Middle leadership has been prioritised in CPD and development planning, ensuring that teachers of all career stages have experience of subject leadership, and the support and challenge needed to do that with confidence.
- Senior leaders have accessed NPQ programmes to prepare them for the next stages in their careers.

- The school is benefitting from a cycle of finance reviews and monitoring sessions, and the reviews are presenting a positive picture; the budget for this year has remained on track and next year's projections are positive. The impact of school growth, and the gradual recovery of wraparound care following lockdown, have contributed to a more flexible budget for the next academic year.

Improvements to Infrastructure & Processes



- The development of staff in order to achieve the long-term vision of the school is supported by evolving structures and processes in place across the school; the first of these structures is the subject leadership expectations which have been implemented, in terms of the Teaching & Learning handbook (the Lower Heath Way), the curriculum maps and progression grids, and the monitoring cycle which is now in place to check the impact that these new structures and processes are having on our pupils.
- We have a shared SENCO across some of our Trust primaries to strengthen the experience and expertise available.
- The Senior Leadership Team has grown, to include the Headteacher, Assistant Headteacher and SENCo, working alongside the Head of School of Tilstock, again to share experience to strengthen the team.
- The areas of SEND and safeguarding are developing further due to the above changes, and also due to the benefits of Trust expertise. A trust-wide lead provides up-to-date research, and this has provided us with a structure to upskill staff; this includes the possible development of a family support worker role.
- Pupils have access to a wider range of opportunities, such as sporting events and curriculum enrichment, due to Trust-wide roles and initiatives.



Local Governing Body

- The Local Governing Body is a skilled and committed team, who have maintained their high level of support and challenge during the pandemic, and embraced our remote ways of working.
- The LGB has remained stable for some time. Governors have therefore completed a range of training and skills audits, work effectively together and have developed a good understanding of strengths and needs of the school.
- Link governors have been allocated to all areas of the curriculum, and governor monitoring is incorporated within the whole-school monitoring cycle. Governors have participated in monitoring of subject leaders, and alongside senior leaders (remotely, when Covid restrictions have been in place), to not only provide challenge, but also to become more skilled themselves in school monitoring, and to further develop their own understanding of the expectations in each age group and area of the curriculum.
- Governors participate in key developments across the school. For example, parent governors were heavily involved in the feedback sessions conducted with parents in response to our remote learning package. In addition, our foundation governor has been instrumental in the Relationships & Sex Education parent consultation.

School Improvement

- Senior Leaders have implemented a tight monitoring cycle, alongside middle leaders, governors and external advisors, to inform school improvement and CPD for all staff.
- Monitoring is recorded on OneNote and shared with staff for instant feedback, but also to review alongside pupil progress meeting discussions and internal data to make judgements about quality of teaching and to identify the support required by staff and pupils.
- Covid has not halted our continuous development; staff have accessed CPD remotely to develop areas such as maths, science, EYFS, safeguarding, and subject leadership.
- Staff meetings have focused on the development of the curriculum; including the skills and documentation needed to make our curriculum intent explicit, as well as developing the tools needed to implement our curriculum effectively.
- Pathway Reviews held with staff have identified research projects which aim to improve teaching and learning.
- Rosenshine's *Principles In Action* have formed the basis of our projects, enabling staff to consider these principles across the whole curriculum.
- Primary Improvement Collaboration teams (PICS) focus on key areas across the school (such as writing, EYFS, SEND, RE/SIAMS), and enable specialists across all primaries to share good practice, conduct research and trial new initiatives, and take their learning back to their own schools for school improvement.





People First

- There has been considerable investment in the CPD budget both for curriculum development, but also for the development of leaders at all levels, and for staff with a range of different interests and career aspirations.
- The Alliance of Leading Learning has supported staff who wish to further their leadership qualifications, through NPQs, but also helps to develop schools through conferences with inspirational key note speakers, and through packages of training relevant to individual schools' needs.
- The Pathway Review process enables staff to pursue their interests in various aspects of education, moving beyond the teacher standards allow teachers to choose their own areas to research and develop, and their own projects to implement on a whole-school level.
- *People First* means far more than staff development. Covid has meant that demand for wellbeing and mental health support has increased, and the offer from the Trust and the school to respond to this demand for staff, pupils and their families has ranged from access to external agencies, internal interventions as well as adaptations to expectations to ensure that staff workload is manageable.



Christian Distinctiveness



- The school has well-embedded Christian values and a distinct Christian vision.
- During Covid restrictions, the school community has still been able to connect, remotely, for whole-school worship, and daily worship takes place which enables children, as well as all staff, to experience worship leadership.
- Classroom environments encourage reflection, and our values permeate our learning environments and curriculum.
- Cross-school work, with the Christian Distinctiveness Advisor and within our new PIC team, is ensuring that the school continues to develop towards the excellent SIAMS standard.
- The link governor for SIAMS is actively involved in monitoring, as well as community and church engagement.



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