

Dean Valley Primary School

Dean Valley Governing Board

October 2017



Annual Report to Parents 2016-17

Dear Parents and Carers

On behalf of the Governing Board I would like to share with you some brief highlights of 2016/17. One of our key challenges as a Governing Board is maintaining a high quality school experience for our pupils at a time when we are experiencing unprecedented pressure on school budgets.

In addition to the annual report the School Website also contains valuable information about the school, including the work of the Governing Board, and it complements the information provided by the school through the weekly updates and

newsletters. The School Website can be accessed at [Dean Valley](#).

The Governing Board would like to thank all the staff, pupils and parents for their hard work and commitment over the past twelve months. We hope you find our report informative and we hope it captures for you some of the school's many successes.

Maggie Swindells

Chair of Governors

School Governors

- | | |
|--------------------|-----------------|
| • Emily Smith | Staff |
| • Sally Heap | Staff |
| • Tony Penny | Co-opted |
| • Amanda Stott | Co-opted |
| • Liz Healy | Co-opted |
| • Robin Owen | Co-opted |
| • Steve Picken | Co-opted |
| • Richard Hardwick | Co-opted |
| • Jim Goodsall | Parent |
| • Sarah Percival | Parent |
| • Katie Gardiner | Parent |
| • Maggie Swindells | Local Authority |

Three main responsibilities

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Our School Aims

At Dean Valley Community Primary School we endeavour to ensure that every child will:

- | | |
|--|--|
| ⦿ Develop a love of learning | ⦿ Have self-belief |
| ⦿ Have aims and aspirations | ⦿ Be a good communicator |
| ⦿ Be respectful | ⦿ Be confident |
| ⦿ Be a responsible citizen | ⦿ Develop life skills |
| ⦿ Be confident in their own ability | ⦿ Have experienced a range of rich experiences |
| ⦿ Reach their full potential | ⦿ Be aware of how to keep themselves and others safe |
| ⦿ Have happy memories of their time at Dean Valley | |





1. DEAN VALLEY'S STRATEGIC PLAN

Our mission is to meet the aims children and parents; staff and governors agreed in September 2014 and is due to be reviewed in 2018. In order to achieve this we have identified four overarching strategies which we believe will further improve the school and ensure we continue to strive to become an Outstanding School.

② Strategy One

To improve the quality of teaching and learning to ensure outstanding and consistent provision is evident in every classroom for every child

③ Strategy Two

To improve provision in the Early Years to ensure the practice at Dean Valley is deemed to be a hub of excellent practice across the locality

④ Strategy Three

To ensure Dean Valley becomes a centre of excellence for computing provision in its widest sense

⑤ Strategy Four

To work with local schools to explore a range of collaborative options to achieve economies of scale, strengthen governance and leadership and improve provision for children across the locality

Each year we identify a number of improvement priorities which we believe will enable the school to meet the aims of the three year plan. The school improvement priorities are based on the school's evaluation of its own performance which includes a detailed analysis of end of year test results and pupil progress. The plan also reflects the findings of a number of external reviews of teaching and learning, safeguarding and external moderation. The plans also encompass any changes the school needs to make as a result of national policy.

2. EVALUATION OF SCHOOL IMPROVEMENT PRIORITIES 2016-17

OBJECTIVE	OUTCOME
To ensure monitoring is differentiated and targeted appropriately to raise standards throughout EYFS, KS1 and KS2	
The evidence presented to governors and senior leaders suggests that school leaders, subject and key stage leaders, have a secured and accurate evaluation of their specialist areas. In addition strategic planning documents reflect the key strengths and areas for development in their area of responsibility. The Headteacher's judgement suggests that subject leaders are explicitly focused on the impact of their work on pupil outcomes, specifically the attainment and progress of Lower attaining and higher attaining pupils.	
At the end of the Early Years the proportion of pupils reaching the expected standard was above the national outcomes with 79% achieving a good level of development. In the three focus areas pupils' achieved in Reading (80%), Writing (80%) and Number 84%.	
At the end of the KS1 the proportion of pupils reaching the expected standard was higher than national in Maths and Reading and broadly in line with nation for pupils achieving greater depth in both subjects. The pupils' attainment in writing in KS1 will remain a key focus for improvement in 2017-18.	
At the end of the KS2 the proportion of pupils reaching the expected standard and achieving higher standard was well above the national in Reading, Writing, Maths and Grammar, Punctuation and Spelling. As was pupil performance for those children who attained greater depth.	
Monitoring by all staff is more sharply focused on improving outcomes for all pupils, and particularly for targeted ability groups. Monitoring outcomes suggest that there is a more consistent in most books and that is increasing evidence that pupils are able to express their own 'next steps'. The school will continue to focus on further improving consistency in teaching and learning across the school in 2017-18. Securing greater levels of independent learning in all classes also remains a school improvement priority.	

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Ensure that all pupils are able to make accelerated progress by delivering learning challenges that are well tailored to pupils' prior attainment

Progress and attainment in phonics, in KS1 showed a good level of improvement with outcomes higher than national in Y1.

Regular monitoring suggests that most pupils, 87%, in relation to their starting points are making good progress as a result of targeted, appropriate and differentiated planning. Pupils' access to challenging learning opportunities is ensuring that they have a growing understanding of their strengths and areas of development. Staff and pupils have high expectations of learning outcomes and engagement.

Pupil progress meetings and regular monitoring demonstrate that targeted teaching and learning interventions for specific groups of pupils are having a positive and notable impact on pupils' learning and as a result most children 79% reached or exceeded the challenging targets set for them in 2016. This is particularly true in UKS2. The focus must now be on securing this in all classes.

Accelerate the rates of progress and raise attainment for higher and lower attaining pupils

(including disadvantaged pupils) in reading, writing, maths and GPS across the school

High expectations and challenging targets supported by effective teaching has ensured good rates of progress for the lower and higher attaining pupils. These groups were a focus for improvement in 2016-17

By the end of Key Stage 1 2017 88% of pupils met the expected level in reading and 28% achieved greater depth. In Maths 84% achieved the expected level and 24% achieved greater depth. The outcomes were not as strong in writing and this will be a focus for improvement in 2017-18.

At the end of Key Stage 2 in 2017 96% met the expected level in reading and 72% achieve greater depth. In writing 93% met the expected level and 28% achieved greater depth. In Maths 100% met the expected level and 36% achieved greater depth. In Grammar, Punctuation and Spelling 100% achieved the expected level and 40% achieved greater depth.

The targets for the percentage of pupils achieving greater depth were very challenging. Whilst the targets for greater depth were not all achieved the school remain committed to ensuring that high achieving pupils attain the targets agreed for them.

To raise attainment in writing across the school

Some progress in improving writing was achieved in some classes. The school's own self-evaluation suggests that the school has appropriate systems in place to achieve good or better outcomes in writing but more needs to be done to achieve consistent assessment of children's work. The school will seek external verification in the autumn term to establish where the planning for writing can be improved. Further training for all staff will also be provided.

Develop the leadership and management in the Early Years in order to secure the analysis of data and accelerate further the rates of progress for all pupils, particularly the higher and lower attaining pupils

The teaching in the Early Years has been more tightly tailored to the needs, progress and interests of the children. Children are involved more in the planning the curriculum and they are being encouraged to take more ownership of how they can evaluate their learning and set new goals for themselves. This will remain a focus in 2017 -18.

Assessment is more secure and the assessment outcomes are used more effectively in planning pupils' next steps and learning opportunities

Effective relationships with parents continue to be a strength of the school and is due to good communication and an increasing number of opportunities for parents to observe and engage in with their children's learning in the classroom.

The learning environment allows for learning to continue away from adults and for children to develop their independent learning skills.

Continue to develop the computing curriculum

Attain the Rights Respecting Schools Award Level 2

Computing

Rob Hasler has been appointed the staff lead for computing at Dean Valley and has done some excellent work over the course of the year including:

- Met target of implementing the computing progression using Scratch. This will be further adapted for the coming year;
- Surveyed the teachers to ascertain strengths and weaknesses when delivering the computing

- curriculum. Key learning needs will be addressed in future staff meetings in the coming year;
- Delivery of staff training.

The IT infrastructure of the school has not been as well developed in the last year as we'd hoped. This was due to lacking of funding. The school is still very much in need of a better IT infrastructure including a new Wifi and additional student devices. Until funding can be secured for this work the school will struggle to meet the improvement needed.

Right Respecting School Award

The school continues to work towards the success criteria defined at Level 2 of the RRS Award. Unfortunately, the cost of assessment has been prohibitive this year. Work in this area has included training for Mental First Aid Course. The information and strategies gained through the training were disseminated to staff and deepened the understanding of this area of work. The impact of the training has led to staff asking for advice and support when preparing for meetings with parents who may have concerns about their child. The staff are also able to provide advice or strategies which may help the child and their family.

The school are also developing 'Growth Mindset' strategies across the school. The staff share resources and lesson ideas for Growth Mindset and, through the training provided by Miss Greenwood, they promote mindfulness in the classroom.

The school plans to extend the work they do with children in 2017-18 through a programme of focused Growth Mindset training for support staff.

Academy Status

The Governing Board have considered academisation annually over the past five years. We recognise that Dean Valley Community school currently works within a number of beneficial partnerships; The White Nancy Group, the Tytherington Learning Community, and local schools in the area. However, changes nationally, and at local level, have brought academy conversion discussions into sharper focus.

In September 2016, 28% of schools were academies or free schools (21% of primary schools and 67% of secondary schools), and 65% of these were in Multi Academy Trusts (MATs) (73% of primary schools and 52% of secondary schools). The Governing Body recognises that whilst there is no evidence to suggest that academisation "in itself" leads to better outcomes for children and young people, there is an increasing body of evidence that formal collaborations between schools, such as MATs can bring substantial benefits.

The Governing Board noted that there was evidence to show that over 50% of Cheshire East schools had either converted to an academy or were actively in the process of doing so. The Governing Board agreed that this would undoubtedly impact on the future of school provision across the authority. The Governing Board was in complete agreement that decisions about the future status of the school must be kept under the control of the Governing Board. The Governors did not want the school to be in a position whereby they were 'told' to convert to an academy or directed to join a particular Multi Academy Trust. As a result the GB set up a small working group to explore the benefits of academy conversion and whether it would be beneficial for the school. The group also identified a list of guiding principles which would inform any decision to convert in addition to a list of potential benefits and risks.

GUIDING PRINCIPLES

- Ensure that the conversion would lead to better outcomes for pupils
- Maintain a creative curriculum and develop cutting edge practice
- Chart our own course; at our own pace and stay open minded about the potential benefits
- Establish a vision for converting – what difference will it make? How will it benefit the children, the staff and the community?
- Any partnership must be built on trust, shared principles and shared values
- Ensure benefits are clear, well-articulated and measurable
- Demonstrate improved capacity which could include: growing our own leaders; improved staff retention; shared expertise and teacher knowledge
- Enable the headteacher to focus on teaching and learning
- Improve Leadership, Teaching and Continuous Professional Development
- Achieve economies of scale to ensure available resources benefit pupils
- Maintain the secular character of the school
- Work within a flat structure which maintained a "Primary" voice
- Create an enhanced offer for pupils through the creation of additional roles; educational psychologist, speech therapist, increased SENCo support, family support workers, specialist teachers



Over the course of 2016-17 the school has been working with a number of local schools to discuss the wider benefits and risks of formalising current relationships. The Governing Board hope to be in a position to share the outcomes of these discussions early in the new year 2018. It also goes without saying that any change of status will require extensive work and thorough consultation with staff, parents and pupils before any decision is taken.

3. SCHOOL IMPROVEMENT PRIORITIES 2017 -18

Ofsted area of SDP objective 2017-18 inspection

Effectiveness of Leadership and Management

Tailor senior & middle leadership monitoring, through a tiered system, to drive improvements in identified areas of development across pupil groups and in specific cohorts.

To consider the benefits and risks of academisation in order to achieve a well-considered recommendation for the future status of the school (This work will be led by the Headteacher and Governors)

Personal development behaviour and well-being

Not a SDP priority, but further work on the development of Growth Mindset will continue across the school

Quality of teaching, learning and assessment

Ensure a rich and vibrant curriculum is underpinned by high expectations in the key subjects (Reading, Writing, Maths) in ALL year groups, as evidenced in consistent teaching and evidenced in pupils learning over time

Outcomes for pupils

Raise attainment in writing at the expected and exceeding levels across the school, with a specific focus on vulnerable cohorts

Effectiveness of the Early Years

Further accelerate the rates of progress and raise attainment in the FOUNDATION STAGE, particularly for those pupils targeted to reach the expected levels in reading and writing (meeting and exceeding in writing)

Ongoing areas

Continue to develop the computing curriculum
Attain the Rights Respecting Schools Award Level 2

4. HOW DO WE SUPPORT VULNERABLE CHILDREN?

The school provides high quality teaching and learning for all its pupils. Support for children with special educational needs and or disabilities builds on this core provision through targeted additional support. This support is identified through termly Pupil Progress Meetings where progress is assessed and additional support is identified for those pupils who need it. The school currently has 6% (2017) of its pupils designated as requiring special needs support.

In order to ensure the provision in school is matched to pupils' needs the school has a named Special Educational Needs Co-ordinator, Mrs Gregory, who ensures that teachers are well supported to provide a bespoke curriculum for this group of children.

Progress is carefully monitored and if external support is thought necessary, it is provided through a range of sources for example, Educational Psychologists and social services.

The school has a close working relationship with Parents and Carers and we do our very best to ensure they are kept informed and involved in their child's learning.

In addition the school employs a counsellor who works with children who may need extra support to help to secure their well-being.

The school receives additional support through the **Pupil Premium Funding** allocation for 11% of pupils (2017) in receipt of free school meals. The school must account for the progress these children make and the Governing Board must ensure that a report is published each year which sets out the impact the funding has had on pupil outcomes.

The funding can be used to provide additional teaching support, provision for free school meals, funding for visits and trips, transport, before and after school care and any further support the school feels will help ensure the children make the most possible progress at school.



In 2016/17 school saw an increase in the number of pupils who are entitled to Pupil Premium Funding.

The Pupil Premium Strategy can be accessed via the website [Pupil Premium 2017](#)

The school has three members of staff who have received Level Two Safeguarding Training and we ensure that all the Staff, and governors, complete the requirements of the Disclosure and Barring Service (DBS) which vets all adults who work alongside children.



5. SO HOW WELL DID WE DO?

The school has completed a detailed analysis of all the pupils' results in 2016/17 and appropriate strategies and targets have been put in place to secure further improvement in 2017-18. The school reports to governors formally at two points each term and robust discussions take place as to whether pupils are attaining the targets set for them and whether they are making expected or better than expected progress. The school improvement priorities for 2016-17, and detailed action plans, identify the aspects of pupil performance the school believes requires further improvement. **See section 3**

EARLY YEARS

Achieved a Good Level of Development

Year	School	Cheshire East	National
2014	67%	62%	52%
2015	84%	68%	66%
2016	70%	71%	69%
2017	79%		

Early Years Target 2016-17

	Target 2017	Progress towards the target			National 2017
		Autumn 2016	Spring 2017	Summer 2017	
GLD	80	73	77	79%	
Reading	86	73	77	86%	
Maths	83	77	86	86% & 93%	
Writing	89	63	77	79%	

Phonics Y1

Year	School	Cheshire East	National
2015	83	81%	77%
2016	79%	83%	81%
2017	97%	83%	81%

Target 2016-17

	Target 2017	Progress towards the target			
		Autumn 2016	Spring 2017	Summer 2017	
Phonics Y1	83	77	85	97%	
Phonics Y2				100%	

KEY STAGE ONE

Key Stage One Y2	% Reached the Expected Level 2016			% Reached the Expected Level 2017		
	School	Cheshire East	National	School	Cheshire East	National
Reading	75%	74.8%	74.1%	88		78%
Writing	67%	58%	65.5%	80		77%
Maths	70%	71%	72.6%	64%		70%

Target KS1 2016-17 Expected

	Target 2017	Progress towards the target			National 2017
		Autumn 2016	Spring 2017	Summer 2017	
Reading	84	62	64	88	76%
Maths	84	69	60	80	75%
Writing	88	77	64	64%	68%

Target KS1 2016-17 Exceeded

	Target 2017	Progress towards the target			National 2017
		Autumn 2016	Spring 2017	Summer 2017	
Reading	42	23	24	28	25%
Maths	31	19	24	24	21%
Writing	27	8	12	12	16%

KEY STAGE 2

Key Stage 2 Y6	% Reached the Expected Level 2016			% Reached the Expected Level 2017		
	School	Cheshire East	National	School	Cheshire East	National
Reading	97%	70%	66%	96%	76%	71%
Writing	77%	63%	74%	100%	68%	75%
Maths	100%	72%	70%	93%	75%	76%
Spelling, Punctuation and Grammar	94%	75%	72%	100%	80%	77%
Reading, Writing and Maths Combined	74%	52%	53%	88%	64%	61%

Target KS2 2016-17 Expected

	Target 2017	Progress towards the target			National 2017
		Autumn 2016	Spring 2017	Summer 2017	
Reading	92	96	100	96%	71%
Maths	96	88	92	100%	75%
Writing	96	80	84	93%	76%
GPS	96	88	92	100%	77%
RWM Combined	84	72	78	88%	61%

Target KS2 2016-17 Exceeded

	Target 2017	Progress towards the target			National 2017
		Autumn 2016	Spring 2017	Summer 2017	
Reading	45	8	46	72	25%
Maths	42	8	38	36	23%
Writing	46	12	33	28	18%
GPS	52	18	29	40	31%
RWM Combined	20	12	25	12	9%

Attendance

Attendance	2013		2014		2015		2016		2017	
	School	National	School	National	School	National	School	National	School	National
Attendance	96.8	95.2%	98.1%	95.6%	97.8%	96%	97.3%	96.1%	97.8	96%
Persistent Absence	0.7%	12.6%	0.5% (1 Child)	8.8%	0.5% (1 child)	9.2%	2.6% (5 children)	8.8%	1% (2 children)	8.7%

Persistent absence from school – defined from Sept 2015 as less than 90 per cent attendance.

6. What do our pupils do after leaving this school?

There are a number of schools that the children move to after leaving Dean Valley Community Primary School. Once preferences are known, the school is involved in liaison and visits both to and from the schools concerned. The majority of our pupils go to the local school Tytherington High School. We have considerable links with Tytherington to ease the transition to secondary school. This involves for example, linking lessons in Science, Maths, Design and Technology, English and French, both in our school and at the High School. Plus there are visits by form teachers, Head of Year, SENCO and Headteacher. This work is further enhanced through the role of Mrs Healey, one of our co-opted governors, who is Assistant Headteacher and Key Stage 3 Lead at Tytherington.

2017 SCHOOL LEAVERS

Schools	Number of pupils
Tytherington School	22
Kings School	1
All Hallows Catholic School	1

7. WHAT IS THE FINANCIAL SITUATION AT THE SCHOOL?

The school prides itself on getting the best value for money with the aim of giving pupils the best experience whilst they are at Dean Valley. This includes giving a rounded education with many opportunities in a safe and caring environment.

The purpose of finance is to do just that, but there is never quite enough to do everything that we want and thus lists of priorities are created by the Headteacher and honed by the Finance Committee and the Governing Board.

Whilst funding from central government for education has been maintained and has not been reduced, schools have had to pay for increases in school pay, increased National insurance Contributions, increased pension contributions, payment of the national Apprenticeship Levy plus cover the increasing costs of supplies and services. Plus the school has to absorb the additional cost of increased pupils numbers as the budget for those pupils doesn't hit the budget until twelve months after the child has arrived in school.

70% of our budget is spent on Salaries. So increases in staffing costs have a big impact on our budget. Dean Valley is lucky in having a large proportion of highly qualified teachers but this has an impact on the amount of money we have to spend on non-staffing areas.

Last year we continued our ongoing programmes of refurbishment and technology. In Information Technology, which is always an ongoing cost, the next major project is to ensure improved Wifi access throughout the school.

We have been assisted this year with a significant contribution through TheClub@DV and TheKitchen@DV which has been a great success, driven by the Headteacher with assistance from the School Administrators and staff. This has improved the food offer for children as well as adding to the overall finances as we will not be paying an administrative charge to Cheshire East for the service.

The budget for 2017-18 has been set to achieve a small surplus which we are obliged to do, but all budgets are a shifting process of unknowns, and this is monitored monthly and actions taken where we can see further opportunities for improvements.

In the light of continued pressures on school budgets the Governing Board, in the summer term, formally agreed to establish a Friends of Dean Valley Voluntary Fund. The fund is voluntary, and it is officially a charity. It will be maintained by contributions from the Friends of Dean Valley – parents, grandparents and others who wish to help. Contributions can be made on a regular basis by standing order, or as one-off contributions.

The purpose of the fund is to provide an additional source of funding for the provision of facilities and educational resources for the benefit of all our children. Further information about the FDVVF can be found on the school website.



We are very grateful for the invaluable contribution made by the PTA which continues to fund helpful additions whilst also providing excellent social occasions for staff, parents and pupils. The PTA depends on the good will of parents who give unstintingly of their time and energy to raise much needed funds for the school.

GOOD NEWS 2016 – 17 – SOME OF THE HIGHLIGHTS

Successful improvement in KS1 Phonics Screening which demonstrates the impact of a major focus to improve teaching and learning in this area over the last two years

The opening of the Dean Valley Kitchen - in-house catering. This has been a huge success thanks to the hard work of Mrs Mackenzie and staff in the office. The menus are generated by the children and parents, the number of meals taken by children has increased and the income generated is now retained by the school and has helped ensure we deliver the high quality learning environment we all treasure for our children.

Many children, parents and staff represented Dean Valley in the Macclesfield 5k race

Casey McDermott was nominated for Teacher of the Year (Cheshire) in 2017 and won!



The Gold Mark Sports Award was achieved for the 4th year running and an increasing number of children, 97%, take part in physical activity of some sort every week

A successful school led auction raised £7K for school funds through parents, staff, governors and local community contributions. This has helped keep some of 'the jam on the bread' at this challenging time for school budgets

Each time a class or classes go out on a school trip they are praised for their amazing behaviour and enthusiasm to learning.

Feedback provided by parents and pupils in at the beginning of this school year demonstrated how well our children have settled at Tytherington High School. In September we were proud to welcome ex Dean Valley pupils back as Y7 ambassadors.

Numbers entering the Foundation Stage continue to increase and the school was delighted

to welcome so many new families into the Reception class. In addition, several new families have chosen Dean Valley as their 'School of Choice' and we have welcomed a number of in year admissions to the school.

Many of our children, many of them choosing to do so themselves, planned and held money raising events for a number of different charities, raising a substantial amount of money

Many comments were sent in by parents, during and after SATS week, to congratulate the school for the calming, 'no stress', ethos Dean Valley has towards the children taking the tests. Most said they wouldn't have known the children were doing tests that week!

Club@DeanValley goes from strength to strength and is great, 'in-house' success!

Dean Valley strives to incorporate 'Mental Health Awareness Day' into their teaching and learning. School Council are playing a much more active role in this work

School Governors have played an active role in the daily life of school and events

School Governance has never been stronger with all governors playing an active role in the strategic development of the school



PUPIL VOICE

The ‘pupil voice’ is heard formally through annual questionnaires, through the School Council and through discussions with children when we visit the school. The Governing Board has a nominated governor who meets with the School Council each term. The children’s opinions are also heard informally e.g. through conversations with children in class, in assembly and at lunchtime. In our most recent survey the children have told us that they enjoy being in school and that the lessons are interesting and at the right level for them.

In 2016/17 Subject Leaders also asked children across the school what helped them learn and enjoy in individual subject areas. Their views were taken into account as Subject Leaders wrote their school improvement plans for 2017-18.

2016/17

In 2016/17 we asked the children what thought would make school an even better place for them.

The children want to improve the outdoor space. Some of the climbing equipment is old and needs repairing on a regular basis which limits their access to it. The field is wet in the winter and this limits their ability to make full use of this important green space.

The children knew that with some money and the right design that their play space could be vastly improved.

OUR RESPONSE

In 2017 the staff involved the children, through the school council, in a consultation to find out what they’d like the improvements to look like. The children produced ideas and designs and these have been shared with a number of companies who will produce a design for them.

The school will submit a bid for a grant to help fund the project and the PTA have agreed to commit funding to help the children realise their ideas.

PARENT VOICE

In 2016 – 17 the school asked parents to complete a short questionnaire. The results were shared with staff and Governors. The response suggests that, of the parents who responded, the school has a number of strengths and tries hard to ensure it meets the needs of the children it serves. Homework and community involvement were areas which a very small minority of parents felt needed to be reviewed.

The school involves the children in a large number of activities with the community but feel they don’t perhaps communicate this as clearly as they need to. The school publicises this type of activity in newsletters, parent mail and on the Website to keep parents up to date.

The school provides a good balance of homework for the children tailored to the age of the children and review the policy on an annual basis.

9. Parents' Opinions

"Music"

"You care for my children"

"You communicate well"

"An environment where 'all children care for each other' is promoted"

"Partnership with parents"

"Inspired and enthusiastic teaching"

"Classroom displays make the school welcoming"

"Lots of extra-curricular opportunities"

"Parents feel valued"

"Marking and progress checks"

"Behaviour and performance are monitored well"

"Yellow jumpers are a hit!"

"You create a happy and secure environment"

"Open and welcoming"

"Great opportunities for children"

"Manage to maintain a creative and inspiring curriculum"

"Inspire a thirst for learning"

"Knowing that our son loves coming to school is invaluable"

"Teaching methods inspire and engage children in all aspects of learning"

11. FURTHER INFORMATION

Ofsted 2017

Dean Valley Community Primary is a good school and you can find our latest OFSTED report by typing in Dean Valley Community Primary School at:

[Ofsted](#)

Parent View

This link provides parents with the opportunity to visit the Parent View Website where they can express their views about their child/rens school

[Parent View](#)

Admissions

Full details of Cheshire East's Admission Arrangements are published on the Local Authority's website at:

[Cheshire East Admissions Policy](#)

What activities and options are available to pupils?

There are a range of activities available to pupils over and above the National Curriculum. Those which were offered included:

Cookery, photography, school orchestra, wildlife club, gardening club, gymnastics, rugby, art, crafts, football, netball, cricket, rounders, multi skills, cross country and two choirs.

Visits out of school, and visitors into school, continues to be a high priority for the school and both are widely used to support the curriculum and to make learning relevant and enjoyable to our children. This includes linking with our local and wider community.

The school continues to provide a fantastic range of sporting activities throughout the school and the wider school partnership. This has resulted in additional coaching,

participation in festivals, leagues, high flier events and the school being awarded the Sainsbury's Active Mark Gold Award for **the fourth year running in 2017**

The report for parents outlining the spending of the sports funding from the Government is available on the school's website: www.deanvalley.cheshire.sch.uk

The school continued to provide a wide range of musical opportunities in addition to the music lessons covered by the school curriculum. Peripatetic teachers continue to be available for strings, piano, brass and woodwind. Lessons are very popular and are supporting high levels of participation in our school orchestra.

School Holiday Dates 2017/18

Autumn		
INSET 4 th Sept 20 th Oct 21 st Dec	Opens	05/09/17
	Closes for Half Term	19/10/17
	Opens	30/10/17
	Closes	20/12/17
Spring		
INSET 26 th Feb	Opens	08/01/18
	Closes for Half Term	16/02/18
	Opens	27/02/18
	Closes	29/03/18
Summer		
May Day	Opens	16/04/18
	Closes	04/05/18
	Opens	08/05/18
INSET 22nd June	Closes for Half Term	25/05/18
	Opens	04/06/18
	Closes	25/07/18

Dates for 2018-19 are available on the school website.

12. Dean Valley Staff 2017 -2018

Headteacher Miss Emily Smith

Deputy Head Mrs Vicky McPherson

Teachers		Teaching Assistants	TheKitchen@DeanValley
Ms Sally Heap	Foundation Stage	Mrs Pauline McCluskey* Mrs Fiona Fryer*	Mrs Julie Mackenzie Supervisor
Mrs Buckingham	Terri Y1	Miss Helene Simpson Mrs Corry Hambley Jones	Mrs Liz Lockett Mrs Lynne Morgan
Mr Rob Hasler	Y2	Mrs Melissa Downie Mrs Vicky Bishop	
Miss Greenwood	Alex Y3		
Mrs Claire Heys*	Y4	Office	Middays
Mrs Gill Leicester*	Y4	Mrs Sally Garnett* - Bursar	Mrs Janet King
Mrs McPherson	Y5	Mrs Sharon Picken*	Mrs Tracey Longden
Mrs Casey McDermott	Y6	Administrator	Mrs Barbara Newman* Mrs Helen Turner Mr Rob Nuttall8 Mrs Deborah Scott* Mrs Patricia Weetman Mrs Claire Prout*
Mrs Rebecca Gregory*	SENCo	Clerk to the Governing Board	
Mrs Emma Tenant*	Music/Orchestra	Tajinda Juss	The Club@Dean Valley
Ms Joanna Page* -	Counsellor		
Mrs Deborah Lester*	Management and PPA cover	Site Manager TBC	Julie Mackenzie Mrs Tracey Longden Mr Chris Ogden Mrs Helen Turner Mrs Tracey Williams Mrs Patricia Weetman Miss Bethany MacKenzie
		Cleaner	
		Mrs Lynne Morgan	

*Denotes Part Time