

Dean Valley Primary School

Dean Valley Governing Board

October 2016



Annual Report to Parents 2015-16

Dear Parents and Carers

On behalf of the Governing Board I would like to share with you some brief highlights of 2015/16. 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 which provide a day to day reflection of life in the school. 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 |
| • Cath Wilson | 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 good communicators |
| ⦿ Be respectful | ⦿ Be confident |
| ⦿ Be responsible citizens | ⦿ Develop life skills |
| ⦿ Be confident in their own ability | ⦿ Have had 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, parents, staff and governors agreed in September 2014. 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.

② 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.

② Strategy Three

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

② 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 2015-16

OBJECTIVE	OUTCOME
Secure a purposeful Assessment Process	<p>Dean Valley has a pupil progress tracking system which is fit for purpose and understood by all staff. Ownership of the system has been given to teachers to ensure they are able to use it to account for the progress of the children in their class. The pupil data produced by the system is monitored by senior leaders and governors to ensure children are making good progress in relation to their starting point. Senior leaders are able to use the system to ensure appropriately challenging targets have been set for pupils. Teachers are also using the data to set more accurate targets for learning but this will need to be developed further next year to ensure consistency across the school.</p> <p>Subject leads are beginning to monitor the use of School Pupil Tracker in both Core and Foundation subjects to ensure coverage of curriculum.</p> <p>Pupil Progress meetings, using more accurate pupil data, have continued to evolve and now the 'Class on a Page' data pack takes into account specialist provision which support the needs of vulnerable pupils. The impact of a rigorous tracking system ensures that children are being challenged to achieve their full potential and that a broad and balanced curriculum is being delivered.</p> <p>Children are experiencing being successful and enthusiastic learners who are proud of their achievements in KS2 they were recognised as becoming more confident independent learners in a recent external Teaching and learning review by Marguerite Murphy (former HMI).</p>
Improve Teaching and Learning in Phonics	<p>The plan to improve phonic teaching and learning met with some success. External monitoring judged teaching and learning to be more consistent across KS1 and children in Y1 achieved as well as all children nationally in their phonic test. Spelling improved across the school as a result of more focused teaching and new resources.</p>
Improve attainment in writing and spelling	<p>Use of phonics approach at KS2, where children explore and investigate the different spelling patterns, has highlighted the importance of thinking about how words are spelt and they are becoming better at applying this in their writing – less green for growth spellings in book. Children are using a dictionary more effectively and independently and using the spelling journals effectively.</p> <p>External monitoring and moderation suggested that by the end of the spring term the majority of children were at least on track to meet the national curriculum expectations for writing in all year groups. Children wrote with enthusiasm across a wide range of genres and subjects. However, the new mark scheme, provided by the government in April, proved to be a challenge for children to achieve the required standard. This was not only the case at Dean Valley but also for children across the country. So much so that the Local Authority is conducting an investigation into the outcome of the external moderation and marking of children's writing.</p>
Ensure an effective Middle Leadership	<p>Leadership is now much more distributed. Middle Leaders now lead a specific area of school improvement and are accountable for the impact of their plan on pupils' outcomes. They have a greater responsibility for monitoring teaching, learning and pupil progress and attainment.</p>

Develop children's Spiritual, Moral and Cultural Education – Focus on Diversity	<p>The 'Diversity' focus has resulted in pupils gaining a much deeper understanding of how families can be different to their own. They are also more aware of how the language they use may be offensive to groups of people within our society.</p> <p>The Rights Respecting Schools agenda has focused on developing an understanding of what 'British Values' means in Britain in 2015-16. This included taking part in a European Referendum, celebrating the Queen's 90th birthday, workshops with the local MP, stronger links to our local Councillor and they are developing an increasing confidence to respect the rights of others.</p>
Further Develop Children's Behaviour and Well Fare	<p>The school has developed through Stonewall training, at an age appropriate level, the children's understanding of the Lesbian, Gay, Bi Sexual and Transgender communities. In 2012 this was an Ofsted improvement priority for the school. Training for Governors, staff at Dean Valley and staff training at other schools has been delivered by Dean Valley teachers who undertook a Stonewall training programme in the spring.</p> <p>A Safeguarding review was carried out in the summer term by an external team and the outcome was very positive and demonstrated we met the required standard and expectations.</p>
Further Develop the Computing Curriculum	<p>An investment from the school budget and PTA funding allowed the purchase of new laptops which has ensured that children have more access to up to date hardware to develop their computing and ICT skills. Staff training has ensured that the Staff are more confident in the use of the hardware and as a result it is used more effectively in lessons. More creative and confident approaches have engaged children and opened up opportunities to use a wide range of stimulus with confidence. Monitoring has shown that children are experiencing good quality lessons, are enjoying the computing curriculum and are making progress.</p>
Secure outstanding teaching and learning	<p>Teaching in all classes is now judged to be at least consistently good with a higher percentage of teaching and learning judged to be outstanding. This is the view of both internal and external monitoring. The outcomes of outstanding teaching and learning are more apparent in KS2 where children are attaining well in relation to expected levels of attainment and in relation to their starting point. Where children have well developed independent learning skills their progress is very good and the aim for next year is to develop the independent learning skills of all the children to secure similar progress and attainment.</p> <p>Lesson studies, where teachers share strategies to improve teaching and learning, have had a positive impact on pupils and teacher confidence.</p> <p>Teachers had to manage a major shift in expectations of pupils' attainment over the course of the year. Whilst there is clear evidence that many pupils achieved well in relation to the new expectations some further work at KS1 is required to ensure all children attain well in relation to their starting point.</p>
The Early Years Impact of improved resourcing and provision	<p>100% children enjoy school and are settled and happy, evidenced by feedback from children and parents and children's attitude and behaviour in class. Attendance is good.</p> <p>Behaviour is excellent, evidenced by feedback from visitors to school, monitoring visits and observations and on visits out Children display characteristics of effective learning and high levels of well-being and involvement evidenced by observations and recorded on Tapestry Children are independent learners evidenced by observations and monitoring visits.</p> <p>A focus for improvement is to increase the % of children who achieve Good Levels of Development, particularly in Reading and Writing.</p>

3. School improvement priorities 2016 -17

Ofsted area of inspection SDP objective 2016-17

Effectiveness of Leadership and Management

To ensure monitoring is differentiated and targeted appropriately to raise standards throughout EYFS, KS1 and KS2

Personal development behaviour and well-being

Not a SDP priority, elements included in quality of teaching, learning and assessment action plan

Quality of teaching, learning and assessment

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

Outcomes for pupils

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

To raise attainment in writing across the school

Effectiveness of the Early Years

Develop the leadership and management 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

Ongoing areas

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

4. How do we support vulnerable children?

As a school we wish to continue to build on high standards through exciting learning. The school identifies and supports children with specific needs including gifted and talented pupils and those in receipt of Pupil Premium funding. The school has a named Special Educational Needs Co-ordinator who ensures that teachers are well supported to provide a bespoke curriculum for identified 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 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.



The school has a small number of pupils who receive additional support through the **Pupil Premium Funding** allocation. 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 additional support the school feels will help ensure the children make the most possible progress at school.

The Pupil Premium Report can be accessed via the website [Pupil Premium 2016](#)

5. So How Well Did We Do?

The school has completed a detailed analysis of all the pupils' results in 2015/16 and appropriate strategies and targets have been put in place to secure further improvement in 2016-17. 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%

Phonics Y1

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

Key Stage One Y2	% Reached the Expected Level		
	School	Cheshire East	National
Reading	75%	74.8%	74.1%
Writing	67%	58%	65.5%
Maths	70%	71%	72.6%

Key Stage 2 Y6	% Reached the Expected Level		
	School	Cheshire East	National
Reading	97%	70%	66%
Writing	77%	63%	74%
Maths	100%	72%	70%
Spelling, Punctuation and Grammar	94%	75%	72%
Reading, Writing and Maths Combined	74%	52%	53%

Attendance	2013		2014		2015		2016	
	School	National	School	National	School	National	School	National
Attendance	96.8	95.2%	98.1%	95.6%	97.8%	TBC	98.7%	96.1%
Persistent Absence	0.7%	3.6%	0.5% (1 Child)	4.7%	0%	TBC	0%	

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.

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.

70% of our budget is spent on Salaries. 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. This has included new classroom furniture in Year 6, and now in Years 1 and 2. In the coming year we hope to be able to put in more efficient lighting throughout most of the school. In Information Technology, which is always an ongoing cost, we have had new laptops and new, large computer screens, both of which assist in interactive teaching. The next major project is to ensure improved Wifi access throughout the school.

We have been assisted this year with a significant contribution through 'The Club' which has been a great success, driven by the Headteacher with assistance from the School Administrators. Next year we are hoping to bring the provision of school meals 'in-house' which we believe will further improve 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 next year 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.

We are very grateful for the contribution made by the PTA which brings in helpful additions for items which may be difficult to obtain from conventional funding, whilst also providing excellent social interaction.

8. What do the children think?



The pupil voice is heard formally through annual questionnaires, the School Council and through discussions with children when 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.

2015

In 2015 we asked the children what thought would make school an even better place for them.

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"6% of children said the behaviour in their class was not good"

We investigated and ensured that this particular class agreed an action plan with their teacher which included; additional circle time, team building sessions and very explicit support for pupils. Discussions with the class have suggested that there has been an improvement in the attitude toward class mates and there are much fewer behaviour issues.

"8% of children said they were unsure of how to keep themselves safe on the internet"

All the children in the older classes were aware of how to keep themselves safe on the internet. This response came from the younger children in school. In order to address this worry we have run several whole school assemblies on E-safety with class sessions to follow up any questions or worries. We have had visits from the Police, and high school representatives who have discussed strategies the children can use to stay safe online. We also send out messages to parents through class newsletters and school newsletters to remind parents and children about e-safety. The school has links on the website, specifically for parents on how to help and we have an open door policy for parents who may have questions or concerns.

[Dean Valley e-Safety](#)



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"

10. What Parents would like to see



Communication about numeracy tasks being taught

- Introduced weekly updates for all classes
- We will put more videos on to the website to help parents
- We will run workshops for parents

More investment in IT

- Investigate different investment possibilities to enhance the IT provision
- Providing training for staff around the new curriculum

Homework

- 4% (1) said not enough
- 4% (1) too much
- 92% just right

Stay and learn for parents to spend time in classes

- We will provide stay and play mornings in Reception
- We will provide family learning sessions for parents in the super learning weeks



Our response

11. Further Information

Ofsted 2012

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

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/111147>

Admissions

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

http://www.cheshireeast.gov.uk/schools/admissions/admission_arrangements.aspx

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 third year running in 2016**

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

Autumn	Opens	06-09-16
	Closes for Half Term	20-10-16
	Opens	30-10-16
	Closes	20-12-16
Spring	Opens	04-01-17
	Closes for Half Term	17-02-17
	Opens	28-02-17
	Closes	07-04-17
Summer	Opens	28-04-17
May Day	Closes	28-04-17
	Opens	02-05-17
	Closes for Half Term	26-05-17
	Opens	05-06-17
	Closes	21-07-17

INSET DAYS

Monday	5 th September
Friday	21 st October
Wednesday	21 st December
Monday	27th February
Friday	23 rd June

12. Dean Valley Staff 2016 -2017

Headteacher Miss Emily Smith

Deputy Head Mrs Vicky McPherson

Teachers		Teaching Assistants	Catering Staff
Ms Sally Heap	Foundation Stage	Mrs Fiona Fryer*	Mrs Julie Mackenzie Supervisor
Mrs Terri Buckingham*	Y1	Mrs Alison Massey*	Mrs Lynne Morgan
Miss Amy Swift*	Y1	Mrs Pauline McCluskey*	Mrs Liz Lockett
Mr Rob Hasler	Y2	Miss Helene Simpson Miss Gemma Manley Mrs Corry Hambly Jones	
Miss Alex Greenwood	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 Liz Hall Mrs Ruth Share*
Mrs Rebecca Gregory*	SENCo	Clerk to the Governing Board	Mrs Janet Ravenscroft* Mrs Deborah Scott*
Mrs Emma Tenant*	Music/Orchestra	Mrs Sharon Picken*	Mrs Helen Turner
Ms Joanna Page* -	Counsellor		
Mrs Deborah Lester*	Management and PPA cover	Site Manager Mr. Stewart Green Cleaner vacancy	

*Denotes Part Time